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**ROLE-PLAYERS' PERCEPTIONS REGARDING PRINCIPALS' ROLE IN SCHOOL-  
BASED INSTRUCTIONAL SUPERVISION IN PUBLIC SECONDARY SCHOOLS IN  
PLATEAU STATE, NIGERIA.**

by

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**(NCE, B.Ed. and M.Ed.)**

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at the

**UNIVERSITY OF JOHANNESBURG**

**SUPERVISOR: PROF. PIERRE DU PLESSIS**

Submission date: March 2019

## DECLARATION

I hereby declare that the thesis: Role-players' perceptions regarding the role of principals in school-based instructional supervision in public secondary schools in Plateau state, is my own work and has never been submitted to this or any other University.

I hereby understand and accept that copies of the thesis presented for examination will remain the property of University of Johannesburg

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## ABSTRACT

This study set out to discover the perceptions of role-players regarding the role of principals in the conduct and practice of school-based instructional supervision in public secondary schools in Plateau state. Viewed from whatever angle, instructional supervision plays a vital role in improving the teaching and learning situation in schools. Just as good teaching facilitates good learning, so also does good supervision facilitates good teaching in schools. Instructional supervision is a panacea quality education in schools. For the school to achieve its aims and objectives, instructional supervision is considered as an indispensable tool towards the realization of such goals. An important tool for enhancing instructional supervision is school-based instructional supervision .

School-based instructional supervision is an in-built or an intra-school supervision used in adding value to the instructional process in the school. In school-based instructional supervision, the principal and other qualified resource teachers and heads of departments in each school supervise the teaching and learning process of the school. During school-based supervision, teachers, heads of departments and even school principals cooperate and participate in the process of determining, exploring and solving the instructional problems of the school. The way and manner in which role-players perceive their role in the conduct of school-based instructional supervision determines to a large extent the success or failure of the entire exercise.

The study used qualitative methods in generating and analyzing data. The study employed a case study research design to determine role-players' perceptions regarding the role of principals in school-based instructional supervision in public secondary schools in Plateau state. To generate the required data, researcher conducted one-on-one semi-structured interviews with principals, vice-principals, heads of departments and one teacher from each of the four purposively selected schools from Bokkos Local Government Area (LGA). The outcome of the interviews revealed the following areas of needs concerning the perceptions of role-players regarding the roles played by principals in the conduct of school-based instructional supervision:

- The need for the professional training of role-players in supervisory practices.



- The need for encouragement of life-long learning for principals and other role-players involved in school-based instructional supervision.
- The need for the availability of regular on-the-job training sessions.
- The need for adequate supply of teaching and learning facilities in schools.
- The need for adequate supply and motivation of teachers in terms of right quality and quantity.
- The need for putting in place a mechanism for measuring the extent of progress and success of school-based instructional supervision.
- The need for a total shift from old supervisory practices to modern and democratic supervision by role-players involved in school-based instructional supervision.

Instructional supervision has assumed a degree of importance in the Nigerian education system. Its importance and the need to effectively carry it out in schools stems from the fact that the standard of education has fallen. The aim of instructional supervision is therefore to improve the teaching and learning process in schools through the help of supervisors. The role of principals, other role-players, teachers and levels of perceptions are very crucial in the instructional supervision process.

In the educational system at present, there are no supervisors in numbers sufficient enough to carry out an efficient and systematic instructional supervision of schools. Hence, there is the need for school-based instructional supervision to supplement the efforts of the Ministry of Education and external supervisors so that instructional supervision can be of benefit to the students, teachers and the school in general. If instructional supervision is well organized in the schools, it will surely go a long way in curbing the fallen standards of education in the country.

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## CHAPTER 1

### 1.1 Introduction

Secondary education across the globe and Nigeria in particular, is an important aspect of the education system because it helps in addressing the manpower needs of the nation (Tuoyo, 2000:32). The Federal Republic of Nigeria (FRN) (2004:18) described secondary education as the education which children receive after primary education and before tertiary education stage. The FRN (2004:18) went further to assert that the broad goals of secondary education shall be to prepare the individual for: (a) useful living within the society and (b) higher education.

Specifically, the FRN (2004:18) provided the following as the objectives of secondary education in Nigeria: (a) Providing all primary school leavers with an opportunity for higher level education, (b) Offering diversified curriculum to cater for the differences in talents, opportunities and future roles, (c) Providing trained manpower, (d) Developing and promoting Nigerian languages, arts and culture, (e) Inspiring students with a desire for self-improvement and achievement of excellence, (f) Fostering national unity, (g) Raising a generation of people who can think for themselves, respect the views and feelings of others and (h) Provision of technical knowledge and vocational skills.

Education in Nigeria is no longer a private enterprise but a huge government venture that has witnessed a progressive evolution of government's complete and dynamic intervention and active participation (FRN, 1981:5). Based on the above, government has adopted education as an instrument per excellence for national growth and development. The vigorous pursuit of secondary education has led to an upsurge in secondary schools enrolment which created the problem of providing well-trained and qualified staff to meet the new demands and answering the crucial question of how to make suitable facilities available and ensure that prescribed standards are maintained (Babalola, 2006:187).

Supervision is one of the administrative means the federal government of Nigeria adopts in the implementation of the new national policy on education. Thus, the FRN

(1981:44) stated that “the objectives of planning, administration, inspectorate (supervisory) and financial services in education are to ensure quality control through regular inspection and continuous supervision of instructions and other educational services. The purpose of supervision is the promotion and development of favorable settings for teaching and learning and hence eventually the improvement of society. The primary responsibility of supervision is to ensure that prescribed standards are maintained and that schools are run in accordance with laid down regulations. Wiles and Lovell (1980:2) viewed supervision as an organizational behavior system which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation for learners. Chike-Okoli (2004:69) stressed that the idea of supervision is to have a comprehensive view of activities and problems of the institution and to assess the extent to which it is fulfilling its basic obligations. On his own part, Goodman (1996:7) recognized the evaluative aspect of supervision and noted that supervision as an evaluative process is crucial to successful programme planning, if educators are to know how effective their programme have been.

The federal government of Nigeria and other stakeholders in education have advocated and encouraged school-based supervision of instruction to supplement the efforts of school supervisors (Babalola, 2006:198). Ezeanolue (1989:58) viewed school-based supervision of instruction as clinical supervision which is focused on the improvement of teachers’ classroom instructions. Chike-Okoli (2004:72) described school-based supervision as an intra-mural or in-built instructional supervision. It is a means of teaching evaluation and improvement of instructions. According to Chike-Okoli, school-based instructional supervision can be seen as a system whereby the principal and subject heads of departments in each school supervise the teaching of respective subjects within a particular school.

According to Ezeomah and Ajare (1984:9), in school-based instructional supervision, teachers, heads of departments and even principals of any school cooperate and participate in determining, exploring and solving instructional problems. This is essential because teachers are knowledgeable in their fields of specialization. Thus, any

improvement of instructions occurs as teachers fulfill their promise and find within themselves the means to improve teaching.

For effectiveness in the use of school-based supervision of instruction, teachers must operate within some guidelines and respond to organizational goal as this type of supervision gives a new sense of professionalism and autonomy to teachers (Alfonso, 1977:60). Ezeanolue (1989:59) observed that school-based supervision offers a number of benefits to those colleagues who engage in it. Thus, Neagley and Evans (1980:14) noted that it is difficult to imagine a more ideal situation than to have an entire teaching staff working together to improve teaching and learning in a given school with teachers sharing teaching techniques, experiences, ideas and materials with one another. Consequently, the study examines the perceptions of role-players regarding principals roles in school-based supervision of instructions in plateau state secondary schools in Nigeria.

## 1.2 Background of the study

Secondary school administration across the globe provides that there be a person of authority who ensures curriculum implementation. In Nigeria, the government through the Ministry of Education has provided that every public secondary school should be headed by a principal (FRN, 2004:18). The effectiveness of such a school depends largely on the principal's leadership ability in managing school resources to achieve set goals and objectives of the school (Babalola, 2006:244). Fundamentally, the school principal has the responsibility of providing instructional leadership aimed at improving the curriculum and the entire instructional process of the school. The Federal Republic of Nigeria (2004:18) identified the management of curriculum and instruction, supervision, evaluation, staff development, procurement of teaching and learning materials as some of the key functions of the school principal.

Other functions performed by the school principals outside supervision of instructions include administrative and managerial roles (Udoh & Akpa, 2010:246). The principal is also expected to maintain a cordial relationship with the schools, host communities, Ministry of Education (MOE) and secondary school inspectorates. Babalola (2006:251)

claimed that the functions of the principals include managing, administering the curriculum and staff, discipline, planning, relationship with community as well as the use of skills to actualize school goals.

Supervision in Nigerian secondary schools has over the years been entrusted to the Ministry of Education (MoE) in accordance with the provisions of the National Policy on Education which gives the minister of education the power to ensure the quality of Nigerian. The FGN (2004:59) specifically provided that “government shall establish efficient inspectorate and supervisory services at the Federal, State and Local government levels for monitoring and maintaining minimum standards at all levels of education below the tertiary level”. To realize this goal, the instructional supervision section of the Ministry of Education has the mandate of arranging visitations to schools by supervisors in order to conduct general school supervision and inspections. During such visitations, the following activities are carried out by the external supervisors: (a) Checking school facilities (b) Monitoring, reviewing and assessing the extent of Implementation of educational standards by teachers and administrators and (c) Observing classroom teaching as carried out by teachers in order to assess their professional competence for professional guidance (Federal Government of Nigeria, FGN, 2004:60). Similarly, arising from supervision, training needs of principals and teachers could be identified. Al-Mughaidi (1997) in Mofareh (2011:13) observed that the main purpose of such a legal provision for school supervision is to ensure that the Ministry of Education and other relevant stakeholders in education make sure that schools are run in accordance with laid down procedures. Viewed from a legal perspective, school supervision is indispensable because it provides an avenue through which political and administrative authorities get to know about what is actually taking place in the respective schools and surroundings.

However, there have been constraints associated with external supervision by external supervisors. Olagboye (2004:209) identified the following as some of the constraints associated with external school supervision:

1. Inadequate number of supervisors who lack adequate training in supervisory skills and competencies.

- 2 Inadequate provision of instructional materials and teaching aids to schools.
- 3 Inadequate means of transportation or flexible mobility.
- 4 Poor remunerations and status accorded teachers which dampens their morale and reduces their commitment to duty.
- 5 Negative relationship existing between school supervisors and teachers.

As a result of the constraints, there has been a compelling need to put in place alternative ways of improving the quality of teaching and learning in Nigerian schools. Various government policies have proposed school-based supervision to supplement the work of external school supervisors. In the view of Babalola (2006:198), school-based supervision is carried out by the principal (head-teacher) and staff of the institution in which supervision takes place. In all schools, teachers play significant roles in the realization of instructional objectives of the schools. For principals to succeed, they must ensure the welfare of their teachers. Donaldson (2007) described the teachers as being the fulcrum upon which the school curriculum revolves.

The Ministry of Education recommended the use of school-based supervisors such as principals, departmental heads and subject heads in instructional supervision (Mofareh, 2011). Similarly, on the report on Progress of Education in Nigeria, Babalola (2006:32) noted that “the most important supervision and guidance is that given by the school heads” and recommended that school heads be utilized to supervise and guide other teachers in order to supplement the efforts of external supervisors. Babalola (2006:202) identified the role of the head teacher as “instructional leaders” of their schools and further recommended that such roles should be strengthened and sustained. School-based instructional supervision if properly carried out has the potentials of addressing the following challenges: (a) Helping new, qualified and under-qualified teachers to grow and improve on their jobs (Tuoyo, 2000) (b) Assisting school heads to plan their teachers’ participation in staff development (Babalola, 2006), (c) Helping schools in choosing the best instructional materials and equipments (Olagboye, 2004), (d) Assisting schools in the implementation of government educational curriculum (Udoh & Akpa, 2010), (e) Enhancing a better relationship between principals and teachers

(Olagboye, 2004) and (f) Giving room for curriculum development and improvement (Udoh & Akpa, 2010).

Furthermore, using the principals as school-based instructional supervisors has some advantages. Firstly, principals appear more likely to have more time for supervision because they interact more with teachers within their schools as against having to travel from one school to another for the purpose of supervision as is the case with external supervisors. This places the principals in a better position to observe teachers' instructional delivery process and students' learning activities (Sergiovanni, 1995). Similarly, Hunter (1984:188) noted that the principal's continuous presence in the school has far reaching implications for teaching and learning much more than the use of external supervisors who only visits and goes away. Although the external supervisors comes on supervisory visits, the impact of supervision could be felt more if someone like the principal is constantly there to keep an eye on the entire instructional process of the school.

Since the principal uses a number of instructional supervision methods to take care of the diverse needs of teachers, there is likelihood for a public satisfaction with the entire instructional process of the school (Babalola, 2006:203). Regular participation in in-service sessions and or staff development activities enhances supervisors' acquisition of better supervisory techniques and skills. In order to effectively carry out their tasks, supervisors require both knowledge and skills necessary to change teachers' behaviors which can be acquired through attending conferences, seminars, further studies, etc. (Wiles & Bondi, 2000).

The use of principals as school-based supervisors and their (principals) use of appropriate instructional supervisory methods and techniques will be a better way of taking care of teachers' instructional challenges, issues and concerns, thereby facilitating change in such a manner that teachers become successful in their quest to delivering quality teaching and learning in schools (Mofareh, 2011:17). The choice of the appropriate supervisory practice to adopt largely depends on: (a) teachers' personal and professional developmental stage, (b) supervisors' competence and (c) supervisors' ability to make meaningful decisions. Consequently, the supervisor is expected to make

informed decisions regarding the most appropriate method to employ in order to provide effective supervision of instructions in schools.

Consequently, the study examines the perceptions of role players regarding principals' roles in school-based supervision of instructions principals in the supervision in Plateau State, Nigeria.

### 1.3 Focus of the Study

The duties and responsibilities of school principals have become more complex. This complexity is occasioned by technological advancements, education reforms, increasing demands from students, teachers and society. Within the context of this complexity, this study focuses on role-players' perceptions regarding principals' roles in school-based supervision of instructions in Plateau State secondary schools in Nigeria. Negative perceptions on the supervisory roles of school principals affect their performance. Consequently, this affects the achievement of predetermined school goals and objectives. The study examines the principals' leadership skills in the area of instructional supervision within the school setting. If principals are allowed to acquire further training and skills in instructional leadership and supervision, they will be empowered to deliver effective leadership in the supervision of instructions in schools. This ultimately results in attainment of better results and objectives of the schools.

Supervision of instructions plays a vital role in the realization of school goals and objectives. Alagboye (2004:208) pointed out that school supervision is directed at improving and sustaining the quality of instructional delivery as well as motivating school personnel towards performing their functions optimally towards the attainment of set goals. Principals are expected primarily to play the roles of instructional leadership. This keeps the staff and students in check towards goal achievement of the schools. Udoh and Akpa (2010:236) argued that principals should be able to display leadership qualities that should make their teachers see them as helpers rather than managers or bosses. Udoh and Akpa went further to state that a supervisor should serve as a resource person and be of service to teachers.



On his own part, Tuoyo (2000:36) defined instructional supervision as involving all efforts and practices of monitoring school staff performance, taking note of merits and demerits, using best techniques for improving the standards of schools and achieving educational goals. Supervision requires constant monitoring and evaluation of staff performance with a view to pointing out defects and improving on good performance. This often leads to attainment of set school goals and objectives. Abama (2002) described instructional supervision as a skilled and specialized service rendered to teachers to improve their skills and the entire school programme. Abama went further to state that modern supervision is meant to help teachers to identify and solve their professional problems for the purpose of improving the entire learning environment.

In Nigeria, the emerging changes in the school system as evident in increases in student enrolments, staff needs, indiscipline and other vices, as well as the scarce resources and decaying school infrastructures compels school principals to put in place an effective supervisory programme that is based firmly on the principles of modern supervision. It is only through such that principals can face the challenges of the 21<sup>st</sup> century. Similarly, school principals are also expected to avail themselves of available opportunities to take up further education and qualifications that would provide them with modern supervisory skills. This helps them to keep abreast with the present challenges in the school system.

#### 1.4 Theoretical framework

A theory is a set of assumptions from which a large set of empirical laws can be derived by purely logical mathematical procedures. Kerlinger (1964:11) sees theory in a more general term and states that “a theory is a set of interrelated constructs (concepts), definitions and propositions that presents a systematic view of phenomena by specifying relations among variables with the purpose of explaining and predicting phenomena”. Theories can be viewed as a logical organization of facts which is both deductive and inductive. A theory establishes a set of principles upon which action may be predicted, upon which decisions may be based (Okorie, 2012:100).



Between the nineteenth and early twentieth century, organizational theory was based on 'organize rationally, efficiently and clearly'. A striking aspect of organizations lie in the fact that job descriptions were well stated to the extent that everybody involved got to clearly understand what is expected of him or her. Organizations had to be identified by their 'plan, organize and control' (Morgan, 2006:26).

The study employed the use Critical Theory with emphasis on power, authority and domination in organizations. It is the concern of social scientists to create organizations in which tasks are carried out according to laid down procedures (Okorie, 2012:386). It is the desire of most social scientists to produce "organizations which are free from domination, where all members have equal opportunity to contribute to the production system which meet human needs and lead to the progressive development of all" (Ritzer, 2008:135). In the course of the study, it was discovered that role-players and other school workers were subjected to a lot of domination by the state through its officials in the supervisory department. These bureaucrats expect all role-players in the school supervisory process to totally submit to thorough scrutiny whenever the Ministry of Education officials visit schools for supervisory purposes. These supervisors, who are specialists in all the subjects offered in the schools, look into all aspects of the school life such as subjects taught, administration, library facilities, co-curricular activities, boarding house, corporate life and so on (Udoh & Akpa, 2010:226).

Traditional supervision models viewed the supervisor as dominant and the supervisee or subordinate. This emphasizes the superiority of knowledge as held by the supervisor (Bogo & Dill, 2008). Where dominance and subordination are removed, there are more possibilities for an egalitarian and reciprocal supervisory relationship in school supervision.

Power, as used in the relationship between the supervisor and the supervised has been an issue of concern. Traditionally, supervision was an activity in the school setting where teachers were visited in the classroom without prior arrangement with the aim of finding faults and using such to judge teachers (Udoh & Akpa, 2010:222). Udoh and Akpa went further stress that such was on the assumption that since teachers were not adequately trained they should be subjected to regular supervision and training. Also,

the assumption was that there exist a fixed and known teaching method and teachers' quality was judged through compliance with such methods. Thus, traditional supervision was judgmental, haphazard and instilled fear in teachers. There was lack of knowledge concerning the use of power in supervision in schools (Bogo & Dill, 2008).

To Babalola (2006:191), supervision is the act of taking charge of people and being responsible for making sure that they do their work. Supervision implies a hierarchical power structure in which one person is considered to be in charge of another in such a way that responsibility is placed on both the supervisor and the supervised (Meriam, 2010). In this instance, trust is considered to be very important. This is because in traditional supervision, the assumption is that the supervisee cannot yet be trusted to perform tasks correctly. As a result, the supervisor is trusted to ensure that tasks are completed correctly in accordance with set standards of operations (Kadushin & Harkness, 2002).

The critical lens used in the study includes the concepts used by Greene (1988) and Freire (1998). Greene (1988) argued that critical approach demands that strange things are made familiar. This calls for a process of thorough examination of what we say, know and practice through a constructive process. On his own part, Freire (1998) is in agreement with careful and meaningful deconstruction of concepts, ideas, views and practices. In this regard, a critical analysis of the perceptions of role-players towards principals' roles in the conduct of school-based supervision of instructions within the school setting is considered necessary.

To the critical theorist, a better world is one in which there is equal access to knowledge and reflective action (Wanda & Zimpher, 1986:94). The critical theorists' primary concern is personal and social enlightenment through critical inquiry. An important aspect of critical theory in supervision is the belief that teaching is a reflective, moral and ethical action within a socially constructed framework (Wanda & Zimpher, 1986:95). This is coming from the belief that technical skills are important only as a means of goal achievement and these goals are achieved through critical analysis and discussions.

Wanda and Zimpher (1986:95) argued that supervision from a critical theorists' point of view can be directive and prescriptive in nature owing to the extent to which goals

derive reflection, informed practice and equity. Through critical analysis, teachers could become more professionally competent and thoughtful and could see better ways of changing and improving their service.

The importance of these theories to school-based supervision of instructions lies in the fact that school principals who are vested with the responsibility of supervising curriculum implementation in schools should as much as possible encourage interaction between them and teachers. Similarly, principals should encourage and allow teachers to participate in the school decision making process especially as it relates curriculum implementation. This will ultimately lead to higher productivity and by extension, school goals achievement.

### 1.5 Statement of problem

For any school to effectively achieve its set goals and objectives, regular and continuous supervision of instructions is considered fundamental. In Nigeria, effective supervision of instructions by school principals has been an issue that has not been given the attention it deserves (Babalola, 2006:192).

A lot of studies can be found on instructional supervision, but only a few of such studies clearly paints out a clearer picture of school-based instructional supervision and how it is carried out. In order to improve school-based supervision of instructions, it will be in line to highlight how it is practiced and perceived by the various role players within the school setting. Although the Nigerian government is keen on facilitating staff development activities for principals and teachers, there seem to be a problem regarding the current barriers to the professional learning of these principals and teachers and how to address them. Inadequacies also abound in research regarding Nigerian education's policy guidelines relevant to school-based instructional supervision. It is therefore evident that given the current level of knowledge in this area, more research is required.

A study into the current state of school-based instructional supervision practices and procedures as perceived by secondary school principals (as school-based instructional supervisors), vice principals, Deans of studies (Heads of Departments) and teachers is

the main focus of this study. There is no scientific study that has been carried out in the field of school-based supervision of instruction in Plateau State, Nigeria.

Although the Nigerian government has strongly recommended that principals should assume leadership roles in school-based instructional supervision in order to improve the teaching and learning process in Nigerian secondary schools, it is worthy of pointing out that instructional supervision is a complex and demanding activity. That being as it is, supervision of instructions should primarily focus on improving teaching and learning. Supervisors should also seek to help teachers and provide quality learning environments for learners. In order to achieve this objective, supervisors and teachers must work together to usher in understanding in the conduct of instructional supervision in schools.

Although the Nigerian Ministry of Education expects a full and successful implementation of the prescribed school curriculum, school principals and teachers harmoniously working together, are the ones to determine the success or otherwise of such an implementation of school curriculum.

A major issue in current school-based instructional supervision in Nigeria that needs to be addressed is the perceptions of principals, vice principals, Deans of Studies and teachers regarding the existence of school-based supervision of instructions. The extent to which principals, vice principals, Deans of Studies and teachers perceive the present state of school-based supervision of instructions in schools as credible will go a long way in enhancing its practice.

A study into the perceptions of principals, vice principals, Deans of Studies and teachers could lead to:

- (a) Identifying better ways of managing cordial relationships between principals, who are school-based supervisors and teachers.
- (b) Identifying supervisory needs of principals as school-based supervisors.
- (c) Examination of principals' and teachers' beliefs, values and attitudes towards school-based supervision.

In order to gather detailed information on school-based instructional supervision, teachers have to be interviewed because they are supervised by the principals and are the closest to the principals. Therefore, effective instructional supervision process have to involve the teachers. Consequently, there exist the need to examine the views of principals, vice principals, Deans of Studies and teachers regarding the conduct of school-based supervision of instructions in Plateau State public secondary schools in Nigeria.

### 1.6 The research question

Principals perform complex roles as heads and leaders of their respective schools. Such roles range from instructional leadership (supervisory), administration and management of schools. In view of the above roles, the following research questions were generated to guide the study:

- (a) What are the perceptions of role-players regarding the purpose and practice of school-based instructional supervision?
- (b) What are the perceptions of role-players regarding the actual and needed skills and attributes of school-based instructional supervisors?
- (c) What are the perceptions of role-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision?

The questions were designed to generate information regarding the perceptions of role-players regarding school-based instructional supervision in Plateau State public secondary schools. The responses to these questions could lead to a better understanding of the current state of school-based supervision of instructions in Nigerian schools.

### 1.7 Aim and objective of the study

This study aimed at examining the perceptions of role-players regarding principals' roles in the conduct of school-based supervision of instructions in secondary schools. To achieve this, the following objectives were formulated:

- (a) To determine the perceptions of role-players regarding the purpose and practice of school-based instructional supervision within the school setting.
- (b) To establish the perceptions of role-players regarding the actual and needed skills and attributes of school-based supervisors.
- (c) To identify the perceptions of role-players regarding the advantages, problems and extent of satisfaction associated with school-based instructional supervision.

## 1.8 Research design and methodology

The study used a phenomenological qualitative research design to determine role-players' perceptions regarding principals' roles in school-based supervision of instructions. Creswell (2013:183) argued that the aim of phenomenological method of qualitative research is to come to a comprehensive description regarding the nature of the problem at hand. Phenomenology is a design that is primarily concerned with a common experience that exists within a particular group (Creswell, 2013:183). Creswell went further to view qualitative research as based on verbal narratives and observations rather than numbers and usually takes place in natural settings.

The qualitative research design is deliberately chosen by the researcher because it makes use of systematic procedures in discovering unquantifiable relationships that exists between variables. The emphasis of qualitative research design on understanding and meaning makes it a better choice for the study. Maxwell (2013:2) observed that a good design is one in which the components harmoniously work together, promotes efficient and successful functioning. Maxwell went further to state that a flawed design leads to poor operation or failure.

Liamputtong (2013) argued that in order to understand and respond to the many social and physical aspects of human lives, research methods must be able to explore the complexities of human behaviors beyond the scope of numbers and statistics. Qualitative methods elicit evidence from different individuals, groups and organizations. Liamputtong noted that qualitative research is suitable for understanding the meanings, interpretations and subjective experiences of individuals and groups. Because of the in-

depth nature of qualitative research, it is possible for participants to put forward their opinions in their own words. This facilitates a better understanding of the situation on ground.

## 1.9 Ethical considerations

A researcher should have it at the back of his mind that those participating in a research work should be handled with respect, dignity, fair-play and sincerity. Bailey (1978:384) observed that informed consent seeking is one of the most common methods in medical and social research. The researcher adhered to all ethical principles in the course of the research work.

### 1.9.1 Permission

The permission to conduct the study was obtained from Plateau State Ministry of Education (MoE) and the Ethics Committee of University of Johannesburg.

### 1.9.2 Method of achieving internal reliability and validity

The interview sessions were completely anonymous and the participants were assured of the confidentiality of their responses.

## 1.10 Participant selection

Participants for the research study were secondary school principals, vice principals, Deans of Studies and teachers from Bokkos Local Government Area of Plateau State. A total of four (4) schools were selected from Bokkos Local Government Area using purposive sampling to serve as a representative of the entire schools. The interviews were conducted on the school principals, vice principals, Deans of Studies and one teacher from each of the selected schools.

## 1.11 Data collection

Qualitative data for the study was generated by the researcher by conducting one-on-one semi-structured interviews with school principals, vice principals, Deans of Studies and one teacher from each of the selected schools in Plateau State. The researcher



used an interview schedule to guide the semi- structured interview session (Merriam, 2008:72). Four secondary schools were purposively selected, from secondary schools of Bokkos Local Government Area of Plateau State. Open-ended questions were used by the researcher during the interview so as to capture the participants' diverse views in terms of principals' roles. Four principals, four vice principals, four Deans of Studies and four teachers were interviewed. This makes a total of sixteen interviews. The entire interview sessions were recorded. The website, ([www.nature.com/bdj](http://www.nature.com/bdj): Retrieved 16 March, 2017) asserted that "the purpose of qualitative research interview is to explore the views, experiences, beliefs and/or motivations of individuals on specific matters". Consequently, interviews leads to a better understanding of a phenomena than quantitative methods such as questionnaires.

### 1.12 Data analysis

This has to do with the process of reorganizing or manipulating the available research data in such a way as to make them meaningful and useful. Awotunde and Ugodulunwa (2004:159) cautioned that we need to know what to look out for in the data, how to summarize the information and how best to judge the worth of the information. Qualitative data collection and analysis was carried out in the study in order to refine, extend or explain the phenomenon on ground. The qualitative data analysis provided actual findings and experiences of the study participants. Data analysis was carried out from the available data gathered through the one-on-one interviews. The recorded data was transcribed into text, coded and divided into themes and sub-themes accordingly. Each of these themes and sub-themes were explained and analyzed appropriately. This is in agreement with Creswell (1988:99) where he stressed that a "qualitative analysis is an inquiry process of understanding a social or human problem based on building a complex, holistic picture, formed with words, reporting detailed views of informants and conducted in a natural setting".

### 1.13 Envisaged contribution of the study to the field of education

The study contributes to research and better appreciation of school-based supervision of instructions in schools. The outcome of the research is capable of leading to the



identification of existing gaps in school-based supervision of instructions. Stakeholders in education and researchers stand to gain from the findings of this study in their attempts to find out and put in place result-oriented supervisory practices that will improve the teaching and learning process in schools.

Findings from the work are capable of providing a clearer view of the conduct of school-based supervision of instructions in Nigerian secondary schools. This could place school administrators in a better position to put in place better instructional conditions under which principals and teachers can work harmoniously together for the attainment of school goals and objectives.

Information gathered from the study regarding skills and competences will make it possible for principals to assist teachers in improving the teaching and learning conditions in the secondary school section. This could ultimately prove useful in enhancing teachers' professional development. Teachers' training needs could also be identified through such information.

Findings from the study also point out to school principals the perceptions of other role-players regarding their conduct of school-based supervision of instructions. Variations identified in teachers' attitudes taking part in different models of supervision could be used in informing school administrators on the model that is most effective in school supervision.

The Ministry of Education (MoE) stands to benefit from the findings of this study in its attempt to develop and adopt guidelines and procedures for effective school-based supervision of instructions in secondary schools. The Ministry of Education could also use the outcome of this study to improve principals' performance in school-based supervision of instructions through pointing out such areas that require improvement.

#### 1.14 Delimitations and limitations of the study

This study had the following limitations:

1. There are different and diverse perceptions of instructional supervision which are capable of influencing the quality of responses that could be given by the principals, vice principals, Deans of Studies and teachers participating in the study.
2. The research work was restricted to the extent to which principals, vice principals, Deans of Studies and teachers perceive and view the current conduct of school-based instructional supervision in their schools.
3. The study was restricted only to the use of one-on-one interviews with the study participants. The possibility of participants trying to supply such responses that the researcher desires may not be totally ruled out. However, the researcher strongly belief that the explanations to be given on the introductory letter regarding the purpose and nature of the research work is capable of taking care of this potential problem. Similarly, the possibility that the participants would have some difficulties in expressing their ideas regarding the questions imposed on them cannot be completely ruled out. These inherent limitations are acknowledged and recognized.
4. This research work was restricted to four (4) purposively selected schools in Bokokos Local Government Area of Plateau State, Nigeria.
5. The outcome of the study would only be applicable to the perceptions of principals, vice principals, Deans of Studies and teachers regarding the conduct of instructional supervision in their schools and may not be generalized to other school levels in Nigeria. This is because there could be a considerable variation in the type of instructional supervision experienced in the various school levels in Nigeria.

### 1.15 Conclusion

Instructional supervision, as discussed in the chapter has no doubt assumed a degree of importance in Nigerian education system. Its importance and the need to effectively carry it out in all schools had arisen out of the fact that the standard of education has fallen. The aim of instructional supervision is therefore, to improve the teaching and learning process in schools through the help of supervisors. This is achieved by working with teachers who are the driving force through which instructional supervision is carried out. The roles of the supervisors and the teachers are very crucial in instructional supervision. In modern supervision, the supervisor is supposed to be a colleague to the teachers, helping them to teach better rather than directing them as was the case in the past.

In the educational system at present, there are no supervisors in numbers sufficient enough to carry out an efficient and systematic instructional supervision of schools. Hence, there is the need for school-based instructional supervision to supplement the efforts of the Ministry of Education and the school supervisors so that instructional supervision can be of benefit to the schools and the students. If instructional supervision is well organized in the schools, it will surely go a long way in curbing the fallen standards of education. The study is an attempt to examine the perceptions of principals, vice principals, deans of studies and teachers regarding the role of principals in the conduct of school-based instructional supervision in Plateau State secondary schools in Nigeria.

It has been appreciated that the school principal is the head of the school and that the success or failure of the school in achieving its objectives largely depends on the performance of such school principals. The principals' skills and resilience will be of importance. His or her professional development will be an important strategy in helping the educational institutions in achieving renewal and in turn, attaining greater efficiency and effectiveness.

## CHAPTER 2

### SUPERVISION, INSTRUCTIONAL LEADERSHIP AND SCHOOL-BASED INSTRUCTIONAL SUPERVISION IN NIGERIAN SCHOOLS.

#### 2.1 Introduction

The literature in this section is reviewed under the following sub-headings: Concept of supervision; Purpose of instructional supervision; Nigerian National Policy on Education; Effective Supervision; Instructional leadership; School-based supervision; External supervision; Teachers' perception of supervision; Qualities and qualifications of school supervisors; Secondary education in Nigeria and a summary of literature reviewed.

#### 2.2 The Concept of Supervision

In general, supervision means being in charge of a group of workers and being responsible for ensuring that they perform their roles properly. Viewed from this perspective, supervision, sometimes used synonymously with educational supervision, is the process by which educational leaders ensures that jobs are performed (by staff and students), and in such a manner that teaching and learning get better at all times (Olagboye, 2004:195). According to Tuoyo (2000:191), supervision is the process through which the performance of school staff is monitored, taking into account the merits and demerits of such performance and at the same time providing best techniques for the purpose of improving the standard of schools and achieving educational goals.

Similarly, Good (1945) in Olagboye (2004:196) described supervision as involving all efforts of designated educational officials towards providing leadership to teachers and other educational workers for the purpose of improving instructions.

Supervision as viewed by Gyang (2009:8) is the means of checking and guiding actions in school system to ensure optimal achievement of school goals and objectives. Gyang further stressed that supervision can influence the quality of teaching and learning process positively when qualified supervisors are assigned the task of supervision in

secondary schools. This emphasizes the need to train unqualified supervisors if the influence is to be felt in quality of teaching and learning in secondary schools in Nigeria. Mbiti (1974:26) on his own part viewed supervision as one of the basic requirements in administration that concerns the tactics of efficient and proper management. Thus, it can be said that supervision is the nervous system of an organization. It is seen as a means of providing assistance to teachers in order to improve their weaknesses in the teaching profession. Udoh and Apka (2007:89) on the other hand perceived supervision as the way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their cooperation in order for supervisors to be successful in their task of supervision as a tool of quality control in the school system and the phase of school administration which focuses primarily on the achievement of goals of education.

In the opinion of Burton and Bruckner (1975:46) the main function of modern supervision is evaluation and improvement of the factors affecting learning. Hans (1957) believed that supervision is directed towards both maintaining and improving the teaching and learning process of the school. Beulah (1975:30) in his own perception of supervision viewed supervision as that aspect of educational management which has to do with providing assistance in the development of a better teaching situation.

The sum total of supervision as viewed by Refferty and Johnson (1975:35) is the inherent value of harnessing each person's effort in the school system so that in the end, the full potential of all is achieved in improving the school programme.

In an attempt to explain the concept of supervision, Landers and Mayers (1977:10) pointed out that "...within the concept of supervision are the supervisory activities related to teachers' behavior and those related to development in the instructional programme". Landers and Mayers further stressed that "it is the dimension of teacher behavior in the supervisory activities that serves as a focal point for supervision". In this regard, they envisaged the supervisors working with teachers trying to understand their personalities, teaching styles and activities. The supervisors encourage teachers' development and self-understanding.

In recognition of the importance of supervision to the improvement of schools, the national policy in education (FRN 2009:16) states that "... the success of any system of education is hinged on proper planning, efficient administration and adequate financing. Administration includes organization and structure, proprietorship and control, inspection and supervision". The policy further states that the objectives of inspectorate supervisory services are to "ensure quality control through regular inspection and supervision of instructions and educational services ". There is no gain saying that for any system to be productive and for students to learn effectively, the way and manner in which teachers perform their job must be taken into account. Of all the factors affecting the school, the characteristics of teaching staff have been found to correlate most highly with students' achievement (NEA Research Bulletin 1967). Coleman (1966:10) in his studies equally found that among the school variables, quality of teaching is far above others in relation to student academic achievement.

On his own part, Ogunsaju (2006:53) stated that supervision is that aspect of school administration which focuses primarily on the achievement of the appropriate instructional expectation of educational system. Educational supervision therefore is an essential process and combination of activities which concerns itself with teaching and improvement of the teaching environment in order to promote effective teacher performance and learning in the school system. Contributing to the concept of supervision, Eye and Netzer (1965:36) defined supervision of instructions as that aspect of school administration which deals with the attainment of appropriate selected instructional expectation of educational service. Enns (1968:61) similarly viewed supervision as one of the main tasks of the school administration. According to Enns, supervision concerns mainly those particular activities and aspects which are intended to maintain and promote the effectiveness of teaching and learning in schools Enns equated supervision to good learning, so also that good supervision facilitates good teaching.

To Ozigi (1977:73), supervision is to have a comprehensive view of activities and problems of the institution and to assess the extent to which it is fulfilling its basic obligations, the ultimate goal being the improvement of the overall efficiency and raising

the academic standard of the institution. Moorer (1956:38) believes that supervision involve all those activities which focus on the teaching and improvement of the academic environment in order to promote effective learning for both the teachers and their students.

Harris (1998:24) described five contemporary aspect of supervision which includes: teaching and learning, countering changing external realities, giving teachers support, assistance and feedback, understanding that teaching is the catalyst for encouraging school learning and improve pioneering practices. Acheson and Waite (1998:45) described the purpose of supervision as two-fold: to promote meaningful professional growth and to foster student learning. Blase and Blasé (2004:38) viewed supervision as a combination of supervisory beliefs and educational philosophies with the purpose of building trust, empowering teachers and fostering learning. They maintained that supervision should be inquiry-oriented and it should encourage teachers' voices as well as acknowledge the context and complexity of teaching (Blase and Blase, 2004:39).

Supervision is considered as key to success in schools. Embmeier (2003:116) produced a research that linked teacher effectiveness to supervision. Embmeier defined effectiveness as an individual's belief about his or her own capabilities to achieve a certain end. According to his study, supervision activities that teachers felt were supportive of the roles included providing feedbacks, encouragement, emotional support, and reinforcement as well as modeling experiences. If more class room observations occur, teachers felt they were more effective (Embmeier, 2003:116).

Throughout the several definitions put forward by various experts, one thing seems to be central and commonly stressed which is interaction between and among people. This is of prime importance in the survival of any organization. Supervision has been variously referred to as services to help teachers to improve instructions, a process of giving and receiving help to improve performance and to resolve problems that occur between teachers and learners or activities aimed at influencing the quality of teaching and learning. Within this concept are activities related to present teachers' behaviors and those related to future teachers' development in an instructional programme. It is in these two dimensions: present and future that serve as a focal point for supervision. In



the second dimension, supervision not only works with existing programme but also tries to explore new practices, materials, equipment and innovation that have great potentials for improving education as a whole.

A closer look at the various definitions of supervision reveals the following salient points that seem to emerge: the improvement of instructions. They also imply that there must be some agents to give directions to the purpose; and again the all imply that there must be some methodology for handling the problem of improvement of instructions. As observed by Oghurba (1999:31), supervision is designed to promote teaching and learning in schools. Lack of supervision will result into inadequate preparation by teachers, negative attitudes of students towards learning and unfavorable school climate.

### 2.3 Purpose of Instructional Supervision

The purpose of instructional supervision is the promotion or development of favorable settings for teaching and learning and eventual improvement of the society (Babalola, 2006:192). The primary responsibility of supervision is to ensure that high standards are maintained and that schools are run in accordance with laid-down procedures.

Based on the purpose above, Wiles and Lovell (1980: 2) viewed supervision as an organizational behavior system which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation for learners.

Chike-Okoli (2004:61) pointed out that the idea of supervision is to have a comprehensive view of the activities and problems of the institution and to assess the extent to which it is fulfilling its basic obligations. The ultimate purpose is to improve the overall efficiency and raise the academic standard of the schools. Goodman (1996:7) recognized the evaluative aspect of supervision and noted that supervision as an evaluative process is crucial to a successful programme planning, if educators are to know how effective their programmes have been. This point was supported by Emenike (1998:10) who observed that meaningful and effective learning may be based in part, on constant and effective supervision and can be likened to Brunners' guided activity which



states that a learner at any level is moved towards an objective more rapidly when he is guided than when left to unguided activity.

Specifically, the purpose of supervision of classroom instruction is to help teachers learn what their problems are and the best possible method of solving them, whether they are individual or group problems (Babalola' 2006:193). Chike-Okoli (2004:62) suggested that teachers should be guided to:

1. Improve teaching methods and techniques.
2. Utilize newly discovered principles of group dynamics.
3. Locate and utilize community resources.
4. Provide for individual differences.
5. Evaluate their teaching competence

The Universal Basic Education (UBE) programme manual (2002) prepared on supervision states that "in the context of education, supervision refers to the role played by an education officer (or supervisor) in being responsible and making sure that teachers do their work effectively". It therefore, gave the main purpose of supervision as the enhancement of the quality of instructions in schools. The supervisor helps the teacher to teach in such a way that the child understands better so that he acquires the abilities, skills and attitudes stated in the objectives of instructions (Babalola, 2006:193). The manual clearly states that school supervision aims at assisting teachers to teach the learners under their care in the most professional and effective manner.

According to Babalola (2006:193), the purpose of supervision can be classified into:

- a. Teacher improvement purposes and
- b. Non-teacher improvement purposes.

The teacher-improvement purposes of supervision include:

1. Ensuring that teachers perform their assigned responsibilities effectively.
2. Ensuring that new teachers receive necessary training to enable them function effectively on the job.
3. Making available professional information to teachers.

4. Guiding teachers to the sources of instructional materials.
5. Providing technical assistance to teachers when required such as in the preparation and use of teaching aids.
6. Making sure that discipline is maintained in the classroom.
7. Maintaining high morale among the teachers.
8. Suggesting ways of improving teacher performance.
9. Providing an opportunity to discover teachers with special abilities, qualities and needs.

On the other hand, the following are the non-teacher purposes of supervision:

1. Ensuring that provision of teaching materials to the school.
2. Making sure that the quality of instruction is maintained in the school.
3. Providing an opportunity to assess the moral tune of the school.
4. Providing feedback to the educational planners on the need for curriculum changes and improvements.

#### 2.4 The Nigerian National Policy on Supervision

In realization of the importance of supervision to the improvement of Nigerian schools, the Federal Republic of Nigeria (FRN) (1981:21) in the new National Policy on Education stated that:

1. Government will continue to run good and well-staffed inspectorate services for all levels of education.
2. State Ministries of Education in collaboration with the Federal inspectorate will be responsible for all the supervision of all secondary schools under their jurisdiction.
3. Regular courses will continue to be run to acquaint supervisors/inspectors with their new roles as advisers, guides, catalysts and sources of new ideas.
4. Induction and orientation courses will continue to be organized for newly appointed supervisors/inspectors of secondary schools.
5. Government will expand and strengthen the federal inspectorate service to supplement the state inspectorate services.

Based on the above, and in an attempt to improve the quality of education through the improvement of the total teaching and learning process, highly qualified personnel are being appointed principals and vice-principals of secondary schools (Babalola, 2006:190). Babalola further pointed out that university degree holders with post-graduate professional qualifications, graduate teachers with teaching experience and specialization by programmes are being recruited into the inspectorate division of the ministries of education in the country to help with the development of curricular and supervision of teaching and learning in schools.

On his own part, Ezeanolue (1989:5) asserted that well-qualified masters who enjoy duty-post allowances are also made heads of departments in schools to coordinate the performances of the teachers involved in the teaching of their subjects.

Supervision is very important in the school system. This is because as observed by Webster (1976:203), education can never be in a steady state but must be constantly seeking new solutions as new problems emerge as a result of change in society. It is through the instructional supervisory behavior system that educationists continually examine, evaluate and change, if necessary, the goals of instructional behavior in order to cater for the changing needs of the society.

Since the primary function of the school is teaching and learning and since what students learn depends largely on the effectiveness of the teacher, the role of the teacher need to be given attention (Babalola, 2006:191). For this reason, supervision continues to attract the attention of educators and new methods of carrying it out are still being discovered.

To ensure that effective teaching and learning take place, the school supervisor works with the teachers, students and school administrators. He ensures that the objectives of teaching and learning are met and he tries to identify ways of enhancing learning in the schools. Today, the traditional role of supervisor of paying brief visits to the schools for the purpose of writing reports that could lead to teachers' promotion, retraining and punishment has changed. The modern supervisor does not behave like a "boss" to the teachers. Rather, he plays the role of a facilitator in the teaching and learning process. According to Babalola (2006:191), the modern supervisors' primary interest is to ensure

that the child learn the tasks that are set out for him under the most conducive atmosphere. With the change in the supervisors' role, new kind of school supervision and supervisors are evolving.

## 2.5 Effective Supervision

Effective supervision allows democratic and cooperative involvement of all staff members under the leadership of capable, understanding and discerning administrators. Each person must be willing to assume some responsibility in the supervisory programme (Ezeanolue, 1989:27).

The principles of modern supervision constitute effective supervision. According to Babalola (2006:196), effective supervision is continuous and comprehensive in scope, embracing all school experiences from kindergarten through primary and post-primary institutions. Such supervision should require a high level of leadership. It should be positive, dynamic and democratically designed to improve instruction through the continuous growth of all concerned individuals in educational institutions (Chike-Okoli, 2004:62).

There should be dynamic, understanding and sensitive leadership. A healthy relationship should exist among staff members in a give-and-take atmosphere conducive for objective consideration of the educational setting and problem the day and of the school. No personality dominates the group, but the considered judgments of all are felt to be valuable (Babalola, 2006:196). Most decisions should be made by consensus after a thorough research and adequate discussion in the area under study. When people are involved, there must be evidence that their creative participation is eagerly sought and that their contributions to the group decision is significant. There should be acceptance of the worth and dignity of teachers and their competence and specialization.

According to Neagley and Evans (1980:4), the establishment and maintenance of satisfactory human relations among all staff members are primary for effective supervision. Each participant is considered a human being with a particular contribution to make to the education process. Neagley and Evans further stressed that relationship

among all personnel must be friendly, open and informal. Mutual trust and respect are also essential.

An effective supervision should provide honest, accurate and definite report on the school being supervised, the teachers observed and educational value obtained from the expenditure of public money. There should be adequate follow-up to ensure that the recommendations have been taken care of (Nwaogu, 1980:1).

Harris (1975:24) pointed out that an affective supervision programme is that which consider and coordinates all teaching and learning effort and provide research for the purpose of curriculum construction and revision, and for the improvement of materials, techniques and methods of instructions.

An effective supervisory behavior system must have the required authority, prestige and resources in order to work with teachers in a continuous effort to develop maintain and evaluate the goal of the teacher and pupil system (Wiles and Lovell, 1975:13).

Chike-Okoli (2004:61) summarized generally that an effective supervision is that which fulfills its objectives and contributes to improved teaching and learning. It should provide adequate conditions of service, good human relationships, instructional materials and appropriate staff development to enhance good teaching and learning.

## 2.6 Instructional Leadership

Instructional leadership has over the years been a subject of discussion in most teacher education literatures as evident in most conferences, workshops and seminars (Sullivan & McCabe, 1988:23). This trend as observed by Sullivan and McCabe relates to the prominent role instructional leadership plays in achieving effective educational programmes.

Instructional leadership has been defined in various ways by different authors: Smith and Andrews (1989:4) viewed instructional supervision as a combination of many tasks, such as classroom supervision, staff development and curriculum development. On their own part, Sergiovanni and Starratt (2002:74) perceived instructional leadership as

focusing on teaching and learning with emphasis on subject-matter, learning principles and the entire learning process.

Despite the numerous definitions available on instructional leadership, Blase and Blase (2004:62) is in agreement with Glickman, Gordon and Ross-Gordon's (2001) definition as being the most appropriate. According to Glickman et al. (2001:12) the requirement for a successful instructional leadership in school include among other things "a knowledge base, interpersonal skills and technical skills". Understanding of adult learning and teacher development are parts of the knowledge base that administrators are expected to possess. With such an understanding, school administrators will be able to view issues from different angles when taking decisions (Glickman et al, 2002:11). Glickman et al. (2001: 11) perceived instructional leadership as follows:

*For those in supervisory roles, the challenge of improving student learning is to apply certain knowledge, interpersonal skills and technical skills to the task of direct assistance, group development, curriculum development, professional development and action research that will enable teachers to teach in a collective, purposeful manner, uniting organization goals and teacher needs.*

In addition to the above, Sheppard (1996:339) provided an operational definition of instructional leadership with a distinction between broad and narrow views of instructional leadership. According to Sheppard, the narrow view of instructional leadership is concerned with activities that directly affect teaching and learning, encompasses observable behaviors such as classroom supervision. Viewed within this context, instructional leadership is seen as a separate activity from administration. On the other hand, the broad view to instructional leadership is concerned with all actions that consider student learning. Such actions could be instructional leaders' involvement in routine managerial activities, organizational and teacher behavior concerns. By implication, this distinction between the broad and narrow aspects of instructional leadership is a pointer to the fact that is possible to differentiate between direct and indirect activities of an instructional leader (Kleine-Kracht, 1993:190).

Similarly, Begley (1995:407) defined instructional leadership as a "clear articulation of educational philosophy, extensive knowledge about effective educational practices and a clear understanding of the policy of schooling and practices".

Maforeh (2011 : 35) observed that the instructional leadership roles of the head teacher includes a number of routine job tasks and responsibilities which include activities among others as: monitoring the teaching and learning process, facilitating interactions between teachers and students, assisting in staff development and ensuring a comfortable teaching and learning atmosphere. This encompasses roles of classroom teaching observation, evaluation of teachers' performance, helping teachers identify areas of weakness and encouraging teachers to focus better student learning.

However, many authors are of the opinion that there is no single definition for instructional supervision or particular guidelines regarding what instructional supervision carries out (Flash, 1989:48). Most authors define the concept of instructional leadership within the context of their various areas and as such, meanings vary from one author to the other (Chell, 1995:98).

According to Glickman et al. (2001:31) instructional leadership components include the following among others: direct assistance to teachers, action research, curriculum assistance, professional and group developments. Glickman et al. further stressed that direct assistance to teachers is a "crucial element of a successful school".

According to Maforeh (2011:35) direct assistance has two types which include clinical supervision and on-going observations. To Maforeh, action research puts school at the center of inquiry and this requires major players such as teachers and administrators to be involved in decision making on instruction issues. Curriculum development considers curriculum issues from the teachers' perspectives and their effects on classroom activities. Glickman et al. (2001: 414) advised that teachers should be involved in curriculum development and further stressed that "teachers will implement the curriculum successfully if they have been involved in its development and can adapt it to their classrooms".

Blase and Blase (2004:64) on the other hand, considered tasks such as interface with teachers, conferencing and enhancing teachers' professional growth as forms of instructional leadership. Blase and Blase went further to point out five strategies often used in working with teachers which include: suggestion making, feedback, modeling, inquiry and seeking advice and opinions.



Maforeh (2011:36) was of the view that conferencing with teachers requires skills as manipulating conferences to be more reflective and non-threatening, and taking into account differences in teaching methods, skills, stages of development, career state and teachers' backgrounds while carrying out conferences with teachers. Instructional leadership requires very high levels of professional knowledge and in-depth understanding of the entire teaching and learning process. Supervisors must ensure responsibility for instructional leadership tasks if they wish to achieve the goals of improved instructions in their areas of responsibility.

## 2.7 School- based Supervision

Supervision is the joint responsible of internal and external supervisors. The internal (school-based) supervision which is within the school system is made up of all the teaching and non-teaching staff which interacts with students and their curricular and co-curricular activities (millette, 1998:5).

Cogan (1973) in Ezeanolue (1985:32) viewed school-based supervision as clinical supervision which is focused on the improvement of teacher's classroom instructions. In school-based supervision model, a practicing teacher in the school is the supervisor (Babalola, 2006:198). To Babalola, the idea behind this approach to supervision at the school level is based on the following principles:

1. Every child should be taken care of so that his potentials should be developed to the fullest.
2. Teachers should not only be controlled, but be given all the necessary support in the discharge of their duties.
3. The supervisor should work as a partner to the teacher by getting involved in classroom teaching.

In this approach, Babalola further opined that supervisors are expected to perform the functions of: the head-teacher, classroom teacher, guide and counselor to the teacher, a key organizer of school functions, administrator and academic planner and a person linking the school, community and the education office.



Uveryol (2013:20) pointed out that the internal (school-based) supervisory team include among others: the principal, vice principals, heads of departments, class teachers and other non-teaching staff within the school. Uveryol further holds that this grass-root approach to supervision enables the heads of the school to work more closely and directly with the teachers and in this position, the head teacher is able to enhance the teachers' efforts in promoting the quality of educational programs.

Chike-Okoli (2004:63) described school-based supervision as an intra-mural or in-build instructional supervision. It is a means of teaching evaluation and improvement of instructions. According to Chike-Okoli, school-based instructional supervision can be seen as a system whereby the principal and qualified resource teachers and subject heads of departments in each school supervise the teaching of respective subjects within the school.

According Ezeomah and Ajare (1984:9), in using school-based supervision approach, teachers, heads of departments and even principal of any school cooperate and participate in determining, exploring and solving instructional problems. This is essential because teachers are knowledgeable in their field of specialization.

For effectiveness in the use of school-based supervision, teachers must operate within some guidelines and respond to organizational goals and this type of supervision gives a new sense of professionalism and autonomy of teachers (Alfonso, 1977:60). Ezeanolue (1989:59) observed that school-based supervision provides a number of benefits to those colleagues who engage in it. Thus Neagley and Evans (1980: 14) noted that it is difficult to imagine a more ideal situation than to have an entire teaching staff working together to improve teaching and learning in a given school with teachers sharing teaching techniques, experiences, ideas and material with one another.

#### 2.7.1 The Principal as an Instructional Leader

The principal has for long been seen as the school instructional leader whose role is considered vital in the quest to deliver an effective teaching and learning process in schools (Maforeh, 2011:61). Worner and Brown (1993:42) asserted that the principals' instructional leadership role is obviously the most important responsibility given to the

principal which is also indispensable in the quest for attaining and improving qualitative teaching and learning in schools.

The principal, being an instructional leader, is responsible for matters relating to the implementation of the school curriculum, staff and students' development, discipline as well as external relations of the school (Babalola, 2006:244). According to Babalola, every organization is established for the purpose of achieving specific objectives and how well these objectives are met is determined by the quality of its leadership.

Therefore, the principal has to ensure the smooth running of the school to achieve effective teaching and learning. Adetona (2003:2) pointed out that the quality of followership in any organization is a reflection of the guidance and inspiration of the leader. Adetona further identified qualities such as intelligence, charisma, enthusiasm, strength, integrity and confidence as inevitable in the life of a good leader. Leadership, as earlier defined, is a process in which an individual influences the behavior of group members to voluntarily contribute positively towards the attainment of set goals and objectives. The goal in the school setting is the production of well-educated students through effective teaching and learning.

On his own part, Babalola (2006:245) pointed out that one of the most consistently recurring themes in describing the role of the principal is that the only way to improve the instructional programme in schools is for the principal to provide teachers with instructional leadership. Babalola further stated that this would only be possible through frequent observations, participation in classroom instructions, clear communication of information to staff, being actively involved in decision making, active participation in planning and evaluation of the entire instructional programme.

From the fore-going, the available literature affirms the unanimity about the fact that principals have an over-whelming impact on teaching and learning outcomes in the school. Udoh and Akpa (2010:233) were of the opinion that the principal has to necessarily provide a leadership role in this respect in order to improve the diminishing schools' image and in responding to societal needs.

Then, the principal, having regards for his other responsibilities in school administration and their conflicting demands, Wiles and Lovell in Udoh and Akpa (2010:234) stressed that the principal does not only have to develop an effective supervisory programme, but also ensure that effective school administration and management is carried out.

### 2.7.2 Principal's Role in School Supervision

According to Fafunwa (1974:56), the Nigerian secondary school principal occupies a unique position in the overall secondary school system. According to Fafunwa, the principal is an educational leader in his own right and his influence is considerable in the educational programme of Nigeria. The principal is an agent who executes rules and regulations handed down by the ministry of education. The curriculum, the process of instructions and discipline are all handled by the principal. Even so, most principals are not aware that they are instructional leaders charged with the responsibility of supervising the teaching and learning process in their respective schools (Uveryol, 2013:21).

School-based supervision at the secondary school level is normally carried out by either the principal, head of department or senior teacher empowered by the authority (Uveryol, 2013: 21). Adetona (2003:3) opined that the quality of followership in any organization is the reflection of the guidance and inspiration of the leaders. Adetona further pointed out that qualities such as intelligence, charisma, enthusiasm, strength, integrity and confidence are inevitable in the life of a good leader. Babalola (2006: 245) pointed out that the only way instructional programmes can be improved in school is for principals to provide teachers with sound instructional leadership. According to Babalola, this would be through frequent observation and or participation in classroom instruction, clear communication of information to staff, being actively involved in decision-making, active participation in planning and evaluation of the instructional programme of the school.

Specifically, the functions of a school principal as a school-based supervisor include the following as pointed out by Ogunu (2000:48):

1. Working with teachers to develop instructional goals and objectives and to ensure that such are consistent with the national policy on education; that they are clearly understood and consistently followed.
2. Providing teachers and other instructional staff with necessary resources for effective teaching.
3. Obtaining and making available to teachers all educational information
4. Stimulating, encouraging, supporting and facilitating all activities designed to improve instructions.
5. Visiting classroom often to observe teachers teaching.
6. Holding individual and school conferences with teachers to exchange views with them and discussing ways of improving instruction.
7. Helping teachers to evaluate and develop curriculum materials.
8. Visiting schools and curriculum centers with the aim of finding out good aspect of their curriculum practice which can be beneficial to his school.
9. Developing a sound library and instructional resource center in his school.
10. Inspecting teachers' lesson note, class registers, diaries and teaching aids and offering professional advice for their improvement.
11. Encouraging teachers' participation in in-service trainings and workshops and professional organizations.
12. Ensuring that the progress of each student is systematically and accurately monitored, recorded and regularly communicated to parents.
13. Organizing orientation programmes for new staff members.
14. Evaluating all facts of the educational process directly related to instructions.

To Babalola (2006: 252), the general reasons for principals' supervision is to ensure that the national goals and objectives are realized through effective teaching and learning. Babalola further stated that other reasons include ensuring that teachers behave in professional manner towards each other and students and to encourage newly appointed teachers to develop confidence and perform up to expectation in the new profession.

### 2.7.3 Role of Deans of Studies in School Supervision

Usually, the Dean of Studies is an experienced and most senior person in his/her field. Being the most senior and knowledgeable person in his/her area, he/she is better positioned to use his/her wealth of experience in influencing the teaching competence of his/her younger colleagues (Udoh & Akpa, 2010:234).

According to Udoh and Akpa (2010:234), the specific supervisory role of the dean of studies include among others the following:

- 1- Clarifying the curricula content and development of schemes of work, out of which teachers develop their lesson notes and diaries.
- 2- Making sure that teachers constantly maintain up-to-date lesson notes and diaries.
- 3- Developing a school time-table after collecting the school calendar from the school head.
- 4- Collection and subsequent distribution of teaching and learning materials to the various departments and monitoring their effective utilization.
- 5- Organizing teachers in effecting school-based supervisory programme in the school.
- 6- Standing-in for the school head in classroom visitation and clinical supervision of teaching and learning activities in the classroom.
- 7- Deputizing for the school head in assigning teaching responsibilities to the new teachers and helping them through induction and orientation programmes.

Udoh and Akpa (2010:234) pointed out that the principal performs several functions to sustain the internal efficiency of the school and improve the educational system as a whole. Udoh and Akpa further stressed that the task of school administration is shared and the dean of studies takes big share of the job without necessarily having any form of allowance for the much he does in providing academic leadership. Therefore, delegation and collective accountability is indispensable in smooth school administration. As a democratic process and for increased productivity, the dean of studies further shares the supervisory role with school functionaries, especially the heads of departments (Udoh and Akpa, 2010:235).

#### 2.7.4 Role of Heads of Departments in School Supervision

The subject head of department is usually chosen from among the senior teachers in the department to supervise and oversee the teaching and learning of teachers and students in a particular subject area (Babalola, 2006:204). Babalola further pointed out that the head should interpret and communicate the school policies and decisions to his teachers and convey their concerns, feelings, needs and proposals to the school principal. Heads of departments are expected to help new teachers who are just starting. Their instructional problems should be looked into and the heads of departments can organize demonstration lessons, secure teaching materials required and help in locating sources of other supplies, books and visual aids (Babalola, 2006:205). The head of department acts as a liaison among the teachers in his subject area.

According to Onumodu (1985:19), the role of the heads of departments in improving instructions in schools includes:

1. Supervising instructions in their various subject areas in all classes in the school by way of observing, teaching and preparing teaching syllabuses for their subjects.
2. Checking lesson notes, diaries and registers weekly to ensure that entries are properly recorded and kept up to date.
3. Convening and presiding over departmental meetings where instructional programmes are carried out.
4. Assisting teachers in their departments in developing comprehensive schemes of work from the teaching syllabuses.
5. Participating in inter-school visits for the purpose of exchanging views and ideas with their counterparts in other schools.
6. Organizing orientation programmes for new, inexperienced and under-qualified teachers in their respective departments.
7. Discussing with teachers and students, their teaching and learning challenges with a view to proffering solutions to such challenges.

Onumodu (1985:18) noted that the supervisor who is presumably an experienced and skilled teacher with a wealth of experience on students, curriculum and skills in dealing with teachers should be in a better position to provide both the knowledge and experience needed by the young and inexperienced teachers during the most challenging phase of their professional career.

#### 2.7.5 Role of Class Teacher in School Supervision

Classroom teachers play an important role in school supervision. As such, they need to be part of the supervision process. Goldhammer (1969:39) advocated self-supervision and suggested that supervision should increase teachers' willingness and ability to supervise themselves and their colleagues. Sergiovanni and Starratt (2002:75) advocated for teachers' involvement in the supervision process. This view is supported by Goldhammer (1969:39), Cogan (1973:49) to involve teachers in planning phase which is referred to as pre-conference with teacher, followed by conference and the post-conference stage. As teachers are most of the times not included in the supervision process, they also did not perceive supervisors as partners in progress in the education industry. According to Pajak (1993:31), supervision is a corporate process between the supervisor and the supervisee. As indicated earlier, teachers expect their involvement in planning phase of supervision prior to actual visit of principals or other designated heads and supervisors. In clinical supervision model, Goldhammer (1969:39) and Logan (1973:52) stressed the involvement of teachers in the planning phase of supervision which is referred to as pre-conference with teachers.

Glickman, Gordon and Ross-Gordon (2007:56) views supervision as essential to teaching for the fact that teachers seek to improve students' behavior, achievement and attitudes, while supervisors seek to improve teachers' behavior, achievement and attitudes. This therefore means that teachers and supervisors work towards attaining the same goal of improving the quality of teaching and learning process (Uveryol, 2013:24). This important role the teachers play as instructional supervisors assist most teachers. As such, they see supervisors as fault-finders rather than those who help them in improving the quality of teaching and learning process.



## 2.8 External Supervision

External approach to instructional supervision is that which is carried out by a team of inspectors from either state or federal ministries of education or zonal offices as they take a look at what happens in the school or in the classroom for the purpose of rating teachers for promotion, dismissal, retention and a means of improving teaching and learning (Ezeomah and Ajare, 1985:3).

According to Oghuvbu (1999:32), external supervision is that carried out by people designated by ministry of education or their agencies at both federal and state levels. The Federal Ministry of Education ((2001:22) in a bid to enhance the quality of teaching and learning process in secondary schools reiterated that there is the need for an external agent to help teachers assess their work for the purpose of reinforcing effective methods and propose remedial actions where professional lapses have been identified. The FME maintained that parents and school proprietors often look for external supervisors' reports to supplement the self-congratulatory ones which schools supply them through such channels as letters, school magazines or speech days. It is an external supervision report that meets that expectation because they provide objective information about the strengths and weaknesses of such schools. The FME concluded that issues arising from external supervision reports make it possible for the quality of education offered in one school and the standard attained to be compared with the quality and the standard obtained in a similar school elsewhere in the country. This makes for uniformity of educational standard in Nigeria.

Babalola (2006:211) pointed out that the inspectors usually sent notices of inspection visits to the school in advance. The inspectors demand the schools' time-table, list of subjects taught and the list of staff. During such inspections, emphases were placed mainly on discipline of staff and student, sanitation, moral or religious instructions, quality and size of staff, adequacy of facilities and equipment (Babalola, 2006:211). Babalola further pointed out that unfavorable reports attracted loss or reduction in grants-in-aid for the school and instant penalties for the teachers.



The establishment of the federal inspectorate section within the federal ministry of education in 1973 to assist state ministries of education in supervising instructions was inevitable. An interim guideline for the operation and duties of inspectors in the states was issued and according to the guideline, the federal inspectorate service has been set up to inspect, evaluate and report in the state of education in all educational institutions in Nigeria below the university level (FRN, 1981:45). The FRN also stated that government has established and will continue to run good and well-staffed inspectorate service for all level of education.

Wiles and Lovell (1980:42) rightly pointed out that school supervision is carried out not only with the intention of enhancing the quality of teaching, but also of improving the quality of students' learning. According to Wiles and Lovell, the supervisors in the course of supervision focus on monitoring, evaluation and facilitation of teaching and learning activities in schools. They also ensure that effective and appropriate teaching methods are used. Wiles further stressed that the areas given attention during school supervision included: organization structure, achievement, relationship with immediate community, curriculum delivery, information delivery and school climate among others. This assessment according to Wiles, leads to the generation of a report which identifies the strengths and weaknesses of schools and make appropriate recommendations for improvement.

The important role played by internal (school-based) supervision in the supervisory process seems not to be adequately carried out in Nigeria. This gap is what this study intent to fill. This is because external supervisors, who comes from outside the school seem not to be conversant with the challenges that teachers face in the teaching and learning process. School based supervisors are always on ground and are better acquainted with teachers' teaching and learning challenges, hence the combination of school-based and external supervision becomes imperative.

#### 2.8.1 Types of External Supervision

There are five basic types of supervision as revealed by available literatures (Udoh & Akpa, 2010, Babalola, 2006, Olagboye, 2004). These include:

1. Full General Inspections: Full general inspections, sometimes called full routine inspections usually involve the scrutiny of all aspects of the life of the school being inspected, based on its objectives. According to Olagboye (2004:220), due to the large volume and variety of work involved, full general inspections usually last for three to four or even more days during which a team of inspectors numbering about six to twelve, depending on the size the school and curriculum offered, take their time to go into detailed assessment of all facets and aspects of the life of the school. This form of inspection is mainly concerned with the maintenance and improvement of standards.

The frequency of the full general inspections especially in the states, depends on the following: the number of schools in the state; staff strength of the inspectorate; availability of transportation facilities for inspectors; government's will to have and operate a virile and effective educational quality control system and so on (Olagboye, 2004:220). Writing on the position of the then Oyo state ministry of education, for example, Rotimi (1974) in Olagboye (2004:220) stated that "it was the wish of the ministry to conduct full general inspections once in every three years" but that it had "not always been possible to meet his target "because of the number of institutions in the state as against the number of inspectors". He added further that it is probably too much to expect that each school in the state could be visited once in five years. This appears to be the scenario in most states of federation even to date.

2. Advisory visits/inspections: Advisory visits or pastoral visits have the main purpose of enabling the inspectors to advice and encourage school staff on how best the teaching and learning process could be improved upon (Udoh and Akpa, 2010:227). Advisory visits or inspections usually last for one or two days during which time one or more inspectors interact with school staff to advice and encourage them on improvement method or the latest materials and approaches in certain school subjects. Udoh and Akpa further stressed that advisory visits are usually paid to young and new schools to ensure that they are operating their curriculum within the country's educational policies and to assess and ensure that the requirements of current regulations and syllabuses of relevant public examinations bodies such as

WAEC, NBTE or NECO are being met. Federal inspectors located in the states and state inspectors in the area/zonal inspectorate offices often visit both young and old secondary schools within their jurisdiction to conduct advisory inspections or visits.

3. Recognition inspections: Recognition inspection is usually conducted on young schools which, in practice, has had advisory visits and are now seeking to gain accreditation as centers for public examinations such the senior school certificate examination (SSCE), national technical certificate examination (NTCE) and national examination council of Nigeria (NECO) (Babalola, 2006:228).

According to Udoh and Akpa (2010:227), recognition inspection is designed to assess the standard as well as the preparedness of the schools seeking accreditation to the examinations conducted by public examination bodies (for example WAEC, NECO) with a view to recommending them for approval by such bodies. Olagboye (2004:221) pointed out that, such schools that are adjudged as meeting the required standards are usually recommended to the appropriate examination bodies for accreditation through the various ministries of education. Olagboye went further to state that recognition inspections are in practice, similar to the full general inspection in terms of their duration, volume of work and the strength of the team of inspectors required.

4. Follow-up Inspection: As the name implies, follow-up inspections are designed to ascertain the extent to which recommendations made by inspectors at earlier inspections, most especially the full general inspections, have been implemented and the degree of implementation success (Olagboye, 2004:221). According to Udoh and Akpa (2010:227), follow-up inspections are usually conducted after about two years of a full general inspection depending however, on the availability of inspectors, the strength of the inspectorate and its periodic schedule of inspections.
5. Re-inspection: Re-inspections are essentially reflections of recognitions with emphasis on examination subject or particular aspect of the curriculum which had been found to be unsatisfactory or inadequate at an earlier recognition inspection either as a result of insufficient coverage of syllabus, lack of appropriate teaching and learning materials or qualified staff or some other curriculum related problems

(Olagboye 2004:221). Olagboye further stated that where a re-inspection concerns examination subjects found deficient in a previous inspection, it is known as “subject recognition inspection” or “subject re-inspection”.

In all the states of the federation, the arms of the federal inspectorate services have zonal inspectorate services. The aim is for effective instructional supervision for quality education in schools (Udoh & Akpa 2010:227). For effective supervision of instructional to take place, experienced supervisors are needed to make appreciable impact. There are no adequate number of supervisors at present to carry out effective supervision in schools and therefore, it is necessary that in-build or school-based supervision should be made an official policy of the ministry of education to be implemented (Udoh and Akpa, 2010:228). Udoh and Akpa further pointed out that school-based supervision will involve the use of experienced and seasoned members of school staff in supervising instructional activities of the core-curriculum. Such staff could include principals, deans of studies, heads of departments, vice-principals, etc.

#### 2.8.2 Methods of Instructional Supervision

According to Wiles and Lovell (1975:5), instructional supervision is a service activity which is carried out with a view to helping teachers do their jobs as reflected in the various method of instructional supervision available. Several of such supervisory methods or techniques are in use in schools. However, Olagboye (2004:198) pointed out that the choice of which method to adopt by a supervisor must take into account the following factors:

- 1- The needs of the learners whose learning is to be supervised in terms of their ages, class, experience as well as communication skills;
- 2- The subject being taught by the teacher under supervision;
- 3- Instructional or teaching resources available to the teachers.

Among the methods of supervision as identified by available literature (Odusina, 1980:100-112); Ogunsaju, 1983; FME, 1991 in peretomode, 1995: 192-202) include the following:

- Classroom observation

- Demonstration
- Teacher visitation/inter-visiting
- Micro-teaching
- Aided practice
- Coaching
- Listening to audio-recordings

Each of the method listed above is briefly discussed as follows:

Classroom observation: According to Olagboye (2004:199), this method of supervision involves the supervisor paying a visit to the teacher under supervision while carrying out his work in the classroom and systematically observing and analyzing how the teacher handles the teaching and learning process as well as class management practices, all with the aim of offering professional advice and suggestions on how best the teacher can improve the quality of classroom instructions. Olagboye further pointed out that the supervisor on classroom observation will normally take into account the teacher's knowledge of the subject being taught, evidence of adequate preparation and planning for the lesson, teacher's personality and the extent of student participation or interaction with the teacher. Classroom observation could be scheduled or unscheduled.

Demonstration: This has to do with a display or exhibition in which the supervisor provides practical application to assist the viewers to learn or understand a pre-arranged series of events, concepts, principles, skills or process (Olagboye, 2006:199). In order to be effective, demonstration has to be properly planned, realistic and focused. Demonstration activities are better designed in such a way that they will attract the involvement of viewers and provide discussion (Carin & Sund, 1964:215).

Teacher Visitation/Inter-Visiting: Teacher visitation or inter-visitation involves one teacher visiting and observing a colleague on the process of teaching in another class within the school (intra-school visitation) and a number of selected teachers from one school visiting a number of selected teachers in another school (inter-school visitation) for the purpose of observing their teaching methods (Peretomode, 1995:196). Peretomode further stressed that the two sets of teachers should preferably be teaching

the same subjects in the same classes. This method makes it possible for cross-fertilization of teaching ideas in such a way that the less competent and/or inexperienced teachers in one school can learn from their more competent and/or experienced colleagues from other schools, especially in the areas of classroom management and effective instructional resource planning and utilization. The method is also capable of building closer professional relationships between the participating teachers and schools which eventually helps in improving the quality of teaching and learning.

**Micro-Teaching:** Micro-teaching supervisory method entails exposing teachers to various teaching skills through the use of technology (Olagboye, 2004:200). In this method, the teaching situation is scaled down in terms of class size (5-10 students) activities, time allocation (5-10 minutes) as well as skills to be applied (Odusina, 1980:100-112; Sowande, 1994:177-181). According to Maduewesi (1998:14), micro-teaching is a training technique that can be at various stages in the professional development of teachers, including both the pre-service and in-service stages.

**Workshop Method:** The workshop technique requires putting in place a small group of people to discuss specific issues or proffer solutions to a problem and such workshops are usually organized as at when due (Olagboye, 2004:200).

**Aided Practice:** In aided practice technique which is also known as guided method, the supervisor engage the individual or group of people in manipulative activities (Ogunsaju, 1983:94). Ogunsaju further pointed out that the technique is best employed in skill acquisition because emphasis is on doing rather than talking.

**Coaching Method:** Coaching is a supervisory technique in which the supervisor specially teaches or instructs the teachers in the skills required for carrying out their work (Olagboye, 2004:200). According to Stoner and Wankel (1988), on-the-job coaching is one of the most effective supervisory methods and it is sparingly used in educational supervision mainly because of professional pride on the part of the supervised.

Listening to Audio-Recordings: Listening to audio-recordings is a supervisory technique which involves using audio-recordings to present ideas to one or more people for the purpose of assisting them develop understanding or skills (Olagboye, 2004:200). According to Olagboye, audio recordings are capable of stimulating group discussions and consequently, modifying teachers' behaviors towards better and higher teacher-effectiveness.

### 2.8.3 Challenges of School Supervision in Nigeria

According to Nwagwu (1987:1-8), the preconditions for effective school instruction, and by extension, instructional supervision include among others: the availability of well qualified and trained professional teachers in sufficient numbers to staff the school; adequate provision of instructional facilities; adequate supply of teaching and learning materials to facilitate and enhance meaningful interaction between teachers and students; and adequate teacher remunerations and better conditions of service to boost teachers' morale and job satisfaction. However, in Nigeria, these conditions have always been partially met.

In Nigeria, it is a well-known fact that the teaching force in the school system lacks the right quantity and quality of trained and qualified teachers (Olagboye, 2004:207). According to NPEC (1999) in Olagboye (2004:207), 23.9% of the teachers in primary schools across Nigeria were unqualified.

NERDC (1997:2) pointed out that the problem of teacher quantity and quality appears to be more pronounced in the secondary schools. According to a nationwide study conducted by NERDC on the quantity and quality of teachers available to teach the various subjects in the country, 1558 secondary schools out of the then 6074 schools in the country, the study found out among other things that:

1. The majority of teachers in Nigeria's secondary schools were holders of NCE certificates.
2. About 12.14% of teachers teaching English Language were not qualified to teach the subject at any level of secondary education.



3. As many as 20.65% of the teachers teaching Mathematics were not qualified to teach the subject at any level of secondary school.
4. Only 32.36% of Physics teachers were qualified to teach the subject. There were no teachers at all to teach the subject in some schools.

The situation above has serious implications for school supervision. According to Eferakeya and Onyene (1995:222), qualified teachers, by their training are more likely to understand the rationale for supervision and therefore more likely to be amenable to supervision by cooperating with supervisors. In other words, the presence of a large number of unqualified teachers in the school system is capable of hampering effective school supervision.

It has however been pointed out (Akpa, 1992:154; Ukeje, 1992:68; Olagboye, 1999:88) that the problem is not only that of not having the right quality and quantity of teachers in the school system, but also that of not having the right quality and quantity of supervisors. According to them, this is because government in Nigeria through their policy makers, continued to appoint supervisors such as school heads and their assistants, mainly on the basis of seniority and length of service without due regard for appropriate training and qualification. This approach is not capable of producing the right type of supervisors who possess the knowledge and ability to perform optimally in terms of effective school supervision.

Olagboye (2004:209) pointed out that effective school supervision is to a large extent, dependent on the satisfaction of teachers' working conditions and therefore, the challenges of effective school supervision centers around those factors that impede effective instructional delivery as well as the teachers and the supervisors themselves. According to Olagboye, (2004:209), among those factors are:

1. Teachers' poor attitude to work.
2. Teachers' lack of interest in teaching job.
3. Teachers lack of basic knowledge or formal training in teaching.
4. Presence of large number of untrained or unqualified teachers in the school system.



5. Poor remuneration of teachers which reduces their commitment to duty.
6. Poor recognition given teachers which dampens their morale.
7. Inadequate provision of instructional materials and teaching aids to schools.
8. Lack of transportation facilities for supervisors.
9. Supervisors lack of training in supervisory competencies.

## 2.9 Teachers' Perception of Supervision

Secondary school teachers generally perceive supervision as a means of information gathering for the purpose of their appraisal. In a study on supervision and teachers' satisfaction, Fraser (1980:224) pointed out that "...the improvement of the teacher and learning process was dependent upon teachers' attitude towards supervision". Fraser went further to state that unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the deserved influence. On his own part, Kapfunde (1990) stressed that teachers usually perceive instructional supervision as a way of rating teachers. He went further to state that some teachers still perceive supervision as a form of inspection and evaluation.

On their own part, Wiles and Lovell (1982) stated that teacher may perceive supervision as a worthwhile activity if supervisors give them security by backing them in their judgment even though sometimes their judgment may be wrong. Teachers want to be fairly treated in these supervisory activities. Greenfield (1987:60) corroborated this position when he stated that teachers can perceive supervisors as people who control their destiny if the supervisors are there to serve them and to help them become more effective teachers.

Marks (1985:53) on the other hand stated that the concept of supervision has changed over the years. Traditional supervisors were viewed as inspectors by the teachers, who only came on a fault-finding mission to the teachers' classroom. Marks further stressed that teachers were regarded as mere instruments that can be closely supervised to ensure that they carry out methods or procedures determined by the supervisors

mechanically. Over the years, modern and democratic supervision has changed the former trend into a teacher-friendly exercise in which some teachers now perceive supervision as part of school administration and also as necessary activities which must be carried out (Cogan, 1973:49).

## 2.10 Qualities and Qualifications of School Supervisors

The concept of quality in supervision connotes acceptable standards of behavior and competencies which those performing supervisory duties are expected to possess in order to be optimally effective in their work and supervisors who possess and apply such qualities acquired through training and experience over time, are thought to be 'good' supervisors (Olagboye, 2004:206).

A supervisor should be broadly educated and should possess adequate professional qualifications. According to Nwaogu (1980:30), the person who would lead in instructional improvement needs to secure fundamental understanding of the humanities, technology, science and social sciences. In Nigeria, according to Babalola (2006:206), professional education in teaching includes grades 1 and 2 certificates, Nigeria certificate of education (NCE), Associate Certificate in Education, Post-graduate Diploma in Education, Bachelors of Arts/Science in Education, Master of Education and Doctor of Philosophy in Education.

It is important that the supervisor should have the necessary qualification that will make him feel competent and confident before the staff and his colleagues. It will enable him give expert and authoritative advice to teachers and students and the supervisor should have good human relations because his work deals with people at all levels (Udoh & Akpa, 1987:309).

As a professional in his own field, the supervisor should be able to display leadership qualities that will make his teachers see him as a help rather than a manager or boss. The modern supervisor must have personal attributes that make him a good teacher and also needs high intelligence, a broad grasp of the educational process of the society, a likeable personality and great skills in human relations (Chike-Okoli, 2004:61). The supervisor must have love for students and an abiding interest in them and their

learning problems. A supervisor must be willing to subjugate personal ideas to the combined judgment of the teams at times, yet he must possess the ability and fortitude to hold fast to convictions unless additional evidence is presented (Babalola 2006: 207). The supervisor in addition, according to Neagley and Evans (1980:10) may be a specialist in certain disciplines but has to be a generalist in approach to the total school programme. According to Babalola (2006:207), the modern supervisor must be capable and well-trained in psychology and logic. He should be guided by the findings of educational researches and should have little time for personal opinion in group discussion and conference. Babalola further argued that the supervisors' intuition, humility, friendliness, thoughtfulness, sense of humor, effect on others and patience are essential characteristics because he deals with relationships among people.

In the outline on the aims of supervision as provided by the Ministry of Education, it is stated that "to achieve the aims of supervision, inspectors/supervisors should be men of honesty with transparent integrity, giving their advice or writing reports without fear or favor".

According to Wiles and Lovell (1975:267), the supervisor must be prompt, hardworking, thorough and loyal. Similarly, Nwaogu (1980:8) stated that "a supervisor appointed to supervise others should possess sound knowledge and teaching skills if he is to be involved in stimulating teachers: democratic technique, if he is to create a psychological atmosphere to make people who work with him happy".

Eferakeya and Ofo in Olagboye (2004:206) pointed out that most of the qualities expected of a good supervisor are his "self" qualities that are rooted in "adequate and positive human relations". The nature of supervisor-supervised relationship is determined to a large extent, by the character of the supervisor and the supervised and their attitude to the entire supervisory process.

#### 2.10.1 Training of Supervisors

For supervision to be effective and produce the desired result, it has to be carried out by people who possess professional training. According to Nwaogu (1980:12) this training will put them in a better position to guide teachers properly, otherwise they will misguide

teachers. Supporting supervisors' training, Olivera (1984:42) stressed that the need for professional training of supervisors has a wider recognition. Olivera stated further that in Cote d'Ivoire and Senegal, supervisors undergo a two-year training programme at the higher teacher training colleges before occupying their position as supervisors. The training improves their supervisory skills as well as strengthens their knowledge of various subject matters. Hopes (1991:40) opined that where such training opportunities are not available, in-service training is essential if supervisors are to keep abreast with the new trends in curriculum, teaching-learning strategies and school management. This training according to Hopes must be practice-oriented to ensure that supervisors remain relevant regarding current trends in the classroom.

Gyang (2009:16) pointed out that there are intriguing questions such as: what is the cause of the falling standards in our education? Who are the supervisors? What do they do? What hope is there in future for the school system? These probing questions according to Gyang, are generally interested in knowing how educational supervision can influence and uplift the standard of education. Gyang further stressed that this can only be achieved when qualified supervisors are assigned the task of supervision in the school system.

Similarly, Akpa (1990:42) maintained that supervisors should be well equipped for the work of supervision. This implies that there is the need for adequate training programmes such as workshops, seminars and refresher courses on effective supervision for persons charged with supervisory roles in order to ensure their expertise for the purpose of effectively evaluating the instructional programmes of the school (Akpa, 1990:43).

In Bangladesh, according to Govinda and Tapan (1999:36) school supervisors are given three days of basic training, twelve days of initial training and fifteen days of field training immediately after recruitment. The school supervisors according to them, also undergoes a two-months school practicum in classroom situation and a further training of eighteen days is given to every supervisor which consist of three days a month over a period of six month and a bi-monthly workshop. Govinda and Tapan further stated that a school supervisor is initially given a temporary appointment for six month and on the

basis of satisfactory performance, receives a permanent appointment. This makes the supervisors to be adequately equipped and prepared to help teachers in improving the quality of teaching and learning process in schools. However, in cases where supervisors are picked from the classroom and posted directly to the inspectorate division without any formal training to develop their supervisory skills, such a move may not be effective in improving the quality of teaching and learning process in secondary schools.

### 2.11 Secondary Education in Nigeria

Secondary education is the second stage of formal school system provided for children from the age of twelve (12) years (Federal Republic of Nigeria, 2009:9). According to FRN (2009:9), secondary education is a six-year programme in two stages of three years each namely: junior secondary and senior secondary schools respectively. The junior secondary school (JSS) and the senior secondary school (SSS) are generally referred to (in Nigeria) as secondary school where secondary education is given to children aged twelve years and above (Adepoju, 1998:78).

According to FRN (2004:18) the broad aims of secondary education within Nigeria's overall national objectives should be:

- i. Preparation for useful living within the society and
- ii. Preparation for higher education.

The FRN further stressed that the junior secondary school (JSS) curriculum is both academic and pre-vocational in nature and accordingly suitable for preparation of trades and vocational/technical training. The role supervision plays at this level of education is very crucial. It is the role of supervision to ensure that students are taught as detailed as possible what the curriculum specifies (Uveryol, 2013:34). However, where supervision of teachers is not frequent as probably may be the case in secondary school in plateau state, one discovers that students may not be taught what the curriculum specifies in full.

Similarly the FRN (2004:20) stated that the senior secondary school (SSS) curriculum is broad and comprehensive. This includes: liberal studies; art subject, science, social

science, language, vocational and commercial subjects. Every secondary student is expected under this new system to learn one out of the three predominant languages in Nigeria (Yoruba, Igbo and Hausa) in addition to his mother tongue. The senior secondary school (SSS) is to prepare learners for higher education in art, science, social science or applied science and technology. At this level too, supervision has a role to play. The adequate preparation for students at this level for higher education largely depends on how frequent and consistent supervision is carried out. If supervision is not properly carried out, the students may not be given in full what the curriculum entails and may find it difficult to cope with the demands of higher education. The more frequent teachers and students are supervised, the more serious they are in discharging their responsibilities (Oghuvbu, 1999:32).

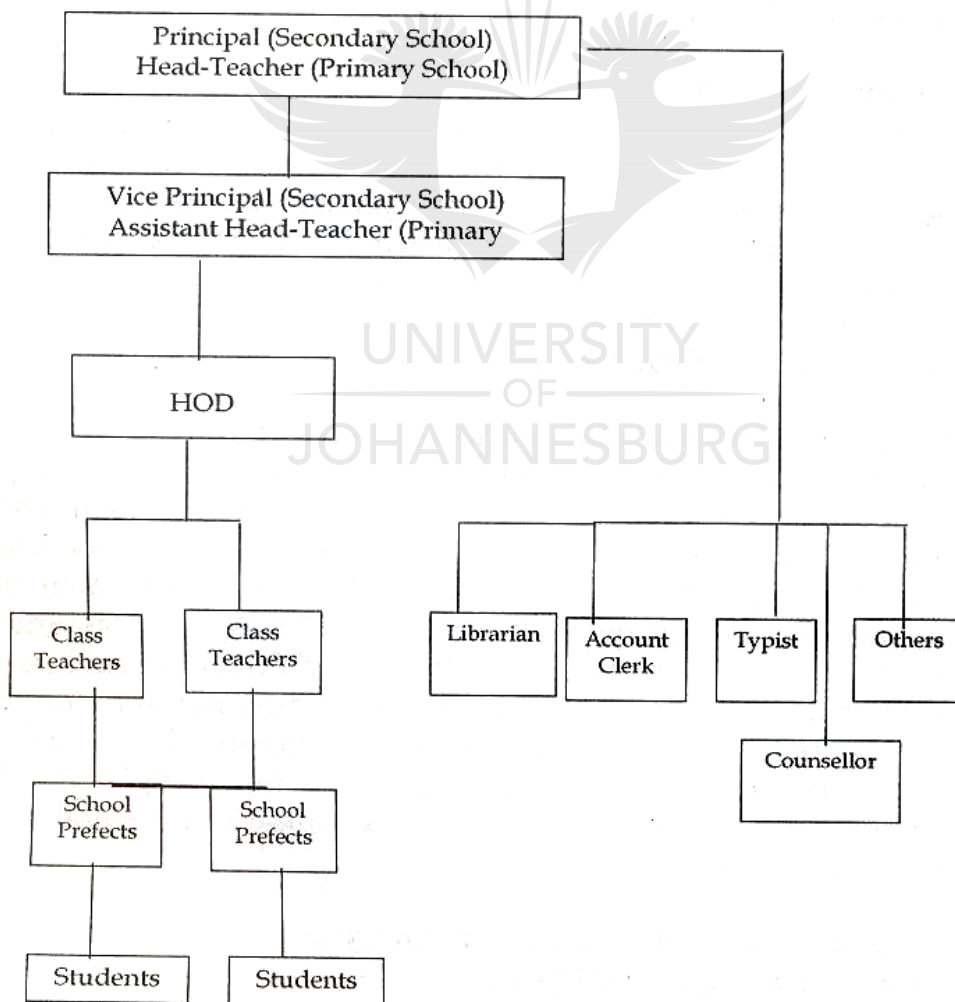
At the end of the junior and senior secondary school levels, junior and senior secondary school certificates are issued based on final examinations performance namely: Junior Secondary Certificate Examination (JSCE) and Senior Secondary Certificate Examination (SSCE) subject to 30% Continuous Assessment (CA). These examinations are conducted by National Examinations Council (NECO) and the West African Examinations Council (WAEC) respectively in conjunction with Plateau State Ministry of Education. The result of junior secondary certificate examination (JSCE) determines whether or not students should be admitted into the first year of senior secondary school or to technical, vocational or teacher training colleges. On the other hand, senior secondary certificate examination (SSCE) results, similarly determines the movement of students to universities and other institutions of higher learning (Uveryol, 2013:36). How well the students perform in these examinations (JSCE and SSCE) depends to some extent on the effectiveness of school supervision.

The relevance of this review to the study is that secondary schools cannot attain the set goals and objectives without efficient and effective supervision. The academic performance in senior secondary school certificate examination (SSCE) is hinged on effective supervision of the teaching and learning process. In situations where teaching and learning process is not properly supervised, a decline in quality will result (Uveryol, 2013:36).

### 2.11.1 The Operational Structure of Secondary Schools in Nigeria

Nwankwo in Babalola (2006:233) referred to the term “structure” as the pattern of relationships between or among the various individuals’ positions and roles in an organization. If there is a clear pattern of the administrative structure in a school, it will be relatively easier to identify the roles played by different members of the school community. This is capable of eliminating any confusion as to who performs what role and at what point (Akinbote, 2000:86).

According to Oke (2011:36) the school organization is very important because of the fact that it provides a professional framework within which activities are carried out for the purpose of achieving school objectives. It creates consciously structured relationship pattern among the members of staff in a school setting.



**Administrative Structure of  
Primary and Secondary Schools in Nigeria,  
(Adapted from Akinbote, 2000)**

Figure 2.1: Organizational/administrative structure of a typical secondary school in Nigeria.



According to Babalola (2006:235), the principal is at the top of the structure and responsible to him is vice-principal of the school. The school, being a formal organization has specific goals it seek to achieve. Babalola further asserted that the principal who is both a professional and an administrative head of the school performs a number of functions which includes planning, organizing, directing and coordinating the activities of staff and students. As part of the principals' responsibilities, they assign duties to vice-principals and supervise them to ensure that the objectives of the school are achieved.

The vice-principal assists the principal in his daily administration of the school and deputizes for the principal whenever the principal is not present in the school (Babalola, 2006:235). According to Babalola, the vice-principal vets the lesson plans of the teachers and helps to maintain discipline among the teachers and students in the school.

Next in the structure are the heads of department (H.O.D) to whom the teachers are responsible while the prefects and students follow respectively.

The teacher is an academic staff in the school that is mainly responsible for the academic progress of the students in his class (Babalola, 2006:235). Babalola further stated that the teacher apart from teaching, he assign duties to students. For example, students are divided into groups to perform certain duties at a particular time. To Babalola, these duties include cleaning the surrounding of their classroom, sweeping their classroom, cleaning and painting the black boards, maintaining the reading corner and wall charts in the classroom.

The school prefects are appointed from among the students and they help in the school administration by supervising and coordinating the activities of their fellow students in all the duties assigned to them by the principal (Babalola, 2006:235).

Next on the structure are the students (learners) who are expected to take instructions from the principal of the school as well as their class/subject teachers (Babalola, 2006:236). Apart from the academic assignments given to students in their classes, the students are also expected to participate in the co-curricular activities of the school.



According to Oke (2011:67), the school counselor offers professional advice to the learners on choice of subjects and career and also assist learners to get rid of some psychological problems they could be encountering such as anxiety, fear etc.

The school librarian is the custodian of materials kept in the school library and who also takes stock of the available materials and their arrangement on the shelves (Babalola, 2006:236). According to Babalola, the librarian also keeps proper records of borrowers of school material from the school library.

Babalola (2006:236) further pointed out that other non-academic staff that are useful to school administration include the accounts clerks who keeps record of payments made, salaries, allowances, etc and the typist who types the necessary documents assigned to him. According to Babalola, the gate-man, security men and cleaners who also carry out various duties as assigned to them by the principal of the school are also others useful to the administration.

#### 2.11.2 Students Performance in Secondary Schools in Nigeria

Studies indicate that performance of students in Nigeria secondary schools has declined over the years. Foster (1999:35) pointed out that poor performance of students in the senior secondary school certificate examination (SSCE) is an indication of infrequent supervision of secondary schools. In addition, the inability of most secondary school leavers to effectively communicate in both written and spoken English language is an obvious sign of decline in the quality of teaching and learning process. Foster further argued that Nigerian schools have continuously failed to prepare the youths for effective and productive living and contribution to the society. In another study on the quality of Nigerian secondary school leavers, Foster found that the students fell below the acceptable level in measures of creativity and problem-solving abilities. Accordingly, it was concluded that to a large extent, there are indications that the quality of secondary education received by these students was questionable. However there is a need to clearly state that the issue of decline in quality of education does not necessarily mean that the content of education curriculum is low. The point is that the quality of instruction may have declined due to inadequate supervision of the teaching and learning process (Uveryol, 2013:37).

Obilade (1989:42) argued that the major changes in the value system of the society may contribute to the poor academic performance of students in public examinations. In Obilade's opinion, the society that disregards the academics may weaken the ambition of the would-be intellectuals. Ezewu (1986:56) in his analysis of the causes of mass failure in west Africa senior secondary school certificate examination (WASSCE), attributed the high failure rate to among other factors: failure of the inspectorate division of the ministry of education to ensure effective and efficient supervision of secondary schools.

Rufai (2011) lamented the mass failure of students in external examinations, stressing that the failure of Nigerian students in external examination in recent years is a national embarrassment. Rufai further stated that before now, Nigerian students who sat for such examination used to make Nigeria proud. According to Rufai, students' performance for the period 2006-2011 showed that the percentage score of candidates who passed SSCE with five credits including mathematics and English language did not exceed 30%. Considering the fact that actualizing the national objectives of Nigeria was dependent on the promotion of human capital development to support all sectors of the economy, Rufai stated that it was unacceptable for such a number of young people to fail their examinations.

According to Rufai (2011), if there was limited supply for qualified candidates from the secondary sector of education, there was bound to be a danger of not having adequate manpower supply for the economy even as large number of youths who could not access higher education would constitute a menace to the society. It is in response to the call by stakeholders in education to critically and comprehensively examine the factors that led to poor performance of students in public examination that this study was carried out.

Supervision can help in addressing these failure rates in the following ways: the supervisors who are also an arm of the ministry of education can through reports of frequent supervision of school provide the minister/commissioner of education which details of requirements in secondary school education in terms of human and material resources required in the schools (Uveryol, 2013: 38). Uveryol further argued that the

supervisors can also step up supervision of schools by ensuring that schools are frequently visited and ensuring that laid down procedures are observed strictly. Frequent supervision of schools will put teachers on the right tract to impart the appropriate skills and knowledge into the learners. When teachers impart appropriate skills and knowledge, students will also be motivated to study harder (Uveryol, 2013:39). This will in the long run enhance the academic performance of secondary school students. These views are pointers to the fact that probably there is the need for a general overhaul of secondary school education in Nigeria, which may have to begin with the supervisory duties of the inspectorate division.

#### 2.11.3. Quality of Teaching in Secondary Schools in Nigeria

There has always been the need to use the best teaching method to achieve the goals of education. Teaching is part of the teacher's responsibilities to students. Instructional supervision is provided based on the belief that it is possible to improve the quality of teaching and learning. It is in this regard that Wiles and Lovell (1982:40) stated that "... teachers do not need external source of individual help and assistance in an effort to improve their teaching".

The day to day term teaching is the approach within which the teacher acts as a leader, taking up a position at the front of class where he cannot exercise control over his students (Uveryol, 2013:39). In this teaching, lessons are planned to last for a set length and everything is carried out in accordance with the time table and routine procedure which ensure that everyone plays his part towards attainment of school goals. Teaching is a close system of social interactions which exist wherever teachers and students meet for the purpose of giving and receiving instructions (Lewis and Miel, 1972). On the other hand, quality teaching is the carrying out of the process of teaching in an efficient and effective manner. It is a technique by which the teacher transmits knowledge to people, be they adults or children in the most efficient way in order to achieve the goal for which the lesson is taught (Uveryol, 2013:39).

Quality teaching has positive influence on learners where it is backed up with effective supervision. Wiles and Lovell (1980) viewed quality teaching as that which recognizes the growth of the child, the child's right of individual freedom and self-realization. It

gears teaching towards individuals needs of the student and gives special consideration to the psychological needs and technical needs and technical helps in failures, self-discipline and free exploration of ideas. Supervision attempt to ensure that teachers, students and the curriculum are kept on track and that the right thing is being done at the right time.

Farrant (1980:86) pointed out that the teacher in his teaching should structure is lesson in relation to his students, the curriculum, resources and teaching methods. Supervision then helps the teacher's lesson to influence positively on the students. Wiles and Lovell (1980) stressed that in order to ensure effective teaching, supervision must ensure that teachers carry out the specifications laid down to achieve the required results. It is important for teachers to have access to a resource person like the instructional supervisor during the planning of activities. He will help in developing and evaluating the specifications of the anticipated learning outcomes, if teaching is to influence positively on the learning process of Nigerian secondary schools.

#### 2.11.4. Quality of Learning in Secondary School in Nigeria

Learning is the process by which behavior changes as a result of experiences (Ukeje, 2002:32). The test of learning is behavioral changes or modification. However, not all experiences are educative because behavioral changes can be positive or negative. It is positive when worth-while knowledge is learned (Uveryol, 2013:40). This worth-while knowledge comes about when schools are effectively supervised. But when schools are not frequently and regularly supervised, teachers tend to relax their effort in effectively teaching their students. Everything students learn in schools, whether positive or negative, has a lot of implications for the society. Gbali (2007) pointed out that the positive knowledge which students learn when schools are effectively supervised breeds positive values. It enhances societal, economic, social, political, cultural and scientific developments. It also promotes better understanding and cordial human relationship which promotes healthy and progressive life. Gbali further argued that lack of supervision makes students to learn techniques of corruption, crime, dishonesty and examination malpractice. When all these vices are evident, it can never be said that quality learning has taken place in our secondary schools.

Quality learning therefore depends largely on quality teaching. These in turn are the products of effective supervision. Poor teaching methods produce worthless learning, while quality teaching produces quality learning, whose outcome is high degree of quality education (Uveryol, 2013:41). This quality education is not attainable unless there is effective supervision.

Udoh (2006:47) holds the view that in the 1960s to 1980s, students spent quality time learning what they were taught in schools. They also used quality time doing assignments and exercises given them in schools. Udoh went further to lament that at present hardly do students give time to learning what they have been taught in schools. Most students prefer spending their time watching movies, football, social media and the likes at the expense of their studies. This makes it difficult for them to comprehend what they have been taught in school. According to Udoh, most parents/guardians do not help matters as some of them engage these students in hawking and other economic ventures at the expense of their studies. According to Udoh, in some schools, students instead of settling down for their studies, they keep loitering around. This contributes to lowering the quality of learning in secondary schools which results in poor academic performance in external examinations like West African Senior School Certificate Examination (WASSCE) and National Examinations Council (NECO). Udoh further observed that the reading culture has deteriorated among secondary school students in Nigeria.

This review is relevant to the study because of the fact that supervision improves or enhances the quality of teaching and learning in schools. In schools where frequent supervisory visits are carried out, the quality of teaching and learning is enhanced. When this happens, the students' academic performance in external examination like WASSCE and NECO respectively improves. This is a product of supervision and the school climate is made conducive for teaching and learning due to frequent supervisory visits (Uveryol, 2013:42). So supervision is indispensable if effective teaching and learning in Nigerian secondary schools is to be achieved.

## 2.12 Summary of literature reviewed

The literature review in this section generally focused on issues relevant to role players' perceptions regarding principals' roles in school-based supervision in Nigerian secondary schools. The review pointed out that supervision is the process of giving and receiving professional help for the purpose of improving performance, maintaining standards and resolving problems that are inherent in the teaching and learning process in secondary schools. Supervision can also be viewed as activities aimed at influencing the quality of teaching and learning. Literature further revealed that supervision is carried out by officials from the supervisory division of ministry of education.

From the literature reviewed, it has been discovered that there is no link between the school-based supervisory team which is made up of the principal, heads of departments and teachers with that of the external supervisory team which is made up of officials from the ministry of education. This is a gap that will be filled in the study.

Literature also indicated that principals, heads of departments and teachers who constitute the school-based supervisory team in the school appear to be ignorant of their roles. This study will attempt to fill that gap by creating awareness in its recommendations to the principals, heads of department and teachers of their important roles they have to play in the supervisory process in secondary schools in Nigeria. This will also make them work in synergy with external supervisors as partners in progress in the education industry.

Literature review also revealed that the ministry of education at the both the federal and state levels have not accorded statutory recognition of school-based supervision as is obtainable in other countries of the world e.g. India, Malaysia and Thailand where such statutory recognitions are accorded. This also is a gap that will be filled in this study. Findings of the study will be made available to the government of plateau state in order for it to see the need to accord statutory recognition to school-based supervision to operate alongside with the external supervisors.

Literature also identified lack of adequate training of supervisors as having negative influence on the performance of supervisors in secondary schools. This study also

intend to fill that gap by providing an insight on the importance of training of supervising to enhance the quality of teaching and learning as well as effective performance of supervisory roles in secondary schools.

Literature reviewed also pointed out to the fact that negative perceptions of teachers regarding the roles played by supervisors, impacts negatively on the entire supervisory process in schools. Teachers are expected to view and consider supervisors as colleagues, helpers and partners in progress in the business of delivering qualitative teaching and learning in secondary schools. This study will also attempt to fill this gap by providing recommendation on the need for teachers and supervisors to work together under cordial and most understanding manner in other to enhance a good teaching and learning process in schools.

From the depth and scope of the literature reviewed, there seem to be no knowledge of any study conducted in plateau state on role-players' perceptions regarding principals roles in school-based supervision in secondary schools. It is in an attempt to fill the gap identified that this study is designed to investigate the perceptions of role-players regarding principals' roles in school-based supervision in secondary schools in plateau state. This may enhance the quality of teaching and learning process as well as better performance in Nigerian secondary schools.

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## CHAPTER 3

### School supervision as practiced in Nigeria, Indonesia, Malaysia, Ethiopia and Kenya.

#### 3.1 Introduction

In chapter two, relevant literature was extensively discussed on the perceptions of role-players regarding principals' roles in school-based supervision. Attention was given to the concept of supervision; purpose of instructional supervision; provisions of Nigerian National Policy on Education as it affects supervision; teachers' perceptions of supervision; quality and qualifications of supervisors and the state of secondary school education in Nigeria.

However, chapter three will consider a comparative analysis of supervisory practices as obtained in Indonesia, Malaysia, Ethiopia and Kenyan schools to supervisory practices as carried out in Nigerian schools. The discussion will focus on supervisory practices as carried out in Nigeria, Indonesia, Malaysia, Ethiopia and Kenya. Attention will be given to the methods of operations, roles of school principals in school supervision, perceptions of teachers regarding supervision and the challenges of school supervision in the countries under consideration.

The rationale behind this comparative analysis is to point out the strengths or weaknesses inherent in the supervisory practices in Nigerian schools when compared to their counterparts in Indonesia, Malaysia, Ethiopia and Kenya. These countries are chosen because they are developing countries like Nigeria. Consequently, a comparative analysis of similar countries is capable of pointing out perceived strengths and weaknesses in the education system.

#### 3.2 Historical Development of Supervision in Nigeria

The task of the school as a social institution is that of educating individuals who would acquire the necessary skills, attitudes and values. To accomplish this task, the school exposes its learners to the right type of experiences which would in turn equip them for life in the society (Ezeanolue, 1989:19). Efforts must therefore be made to provide quality education.



According to Babalola (2006:188), during the colonial era, there was proliferation of schools. Problems of high proportions of inexperienced and untrained teachers emanated. It then became necessary that these inexperienced and unqualified teachers should be helped, guided and supervised if their teaching was to be meaningful and adequate.

In Nigeria, supervision of instructions received its first official attention in 1882 during which time the colonial administration promulgated the education ordinance (Fafunwa 1974:125). Fafunwa further pointed out that the ordinance specified the establishment of an inspectorate of education for all British West African colonies and also provided for the appointment of “Her Majesty’s Chief Inspector of Education” and three African Sub-Inspectors for West African colonies.

The inspectors visited schools to ensure that schools’ physical plants and instructional materials were adequate and to recommend those schools that qualified for grants-in-aid (Uveryol, 2013:76). According to Uveryol, the inspectors ensured that government’s grants were paid in accordance with average attendance, results of annual examinations and inspection reports.

For schools to be grant-aided, proprietors and teachers did all they could to ensure that they met the inspectors’ requirements. In 1925, the British government issued a memorandum on education in the British colonial territories and the memorandum made provision for voluntary agencies to appoint supervisors to supervise voluntary agency schools (Babalola, 2006:189). The memorandum also provided for a system of visiting teachers to be established in for the purpose of inspiring and encouraging village teachers. Thorough supervision was indispensable and inspectors sought to make government’s educational aims clearer and offered advice (Fafunwa, 1974:126).

According to Babalola (2006:189), around 1930, the voluntary agencies could not afford the high cost of administrative and instructional performance of the colonial inspectors of education. As a result, Africans were employed as visiting teachers. This helped in maintaining a reasonable level of supervision.

Udoh (1982:20) pointed out that three cadres of inspectors emerged in Nigeria in the 1940s. These cadres of inspectors that emerged included:

- A. Travelling teachers;
- B. Visiting teachers and
- C. Supervisory teachers.

These teachers according to Babalola (2006:189) were to improve the quality of instructions in the schools through general supervision which involved the inspection of schools' physical plants and facilities, teachers' and students' discipline, punctuality and attendance in classroom, enforcement of regulations governing the opening and closing of schools, explaining, defending and enforcing the policy of education development among other functions.

During the inspection proper, emphasis was placed so much on the discipline of staff and students, sanitation, moral and religious instructions, quality and size of staff, adequacy of facilities and equipment (Olagboye, 2004:205). Olagboye further observed that notices of inspection visits were usually sent in advance demanding the schools' time-tables and lists of staff. Unfavorable inspection reports used to attract loss of, or reduction in grants-in-aid to affected schools and instant penalties for defaulting teachers.

Instructional supervisory practices in Nigeria has steadily, over the years been transformed from old "inspection" and supervision which was largely carried out on inexperienced and poorly trained teachers and ignorant students by "all-knowing" officials (inspectors) to the present-day democratic and cooperative interchange between supervisors and supervisees.

### [3.2.1 Nigeria's National Policy on Education with reference to supervision](#)

Bearing in mind the importance of supervision to the improvement of quality of education, the Federal Republic of Nigeria (1981:21) through the National Policy on Education stated that:

1. Government will continue to run good and well-staffed inspectorate services for all levels of education.

2. State ministries of education in collaboration with the federal inspectorate will be responsible for all the inspection of all secondary schools under their jurisdiction.
3. Regular courses will continue be run to acquaint inspectors with their new roles as advisers, guides, catalysts and sources of new ideas.
4. Introduction and orientation courses will continue to be organized for newly appointed inspectors of secondary schools.
5. Government will expand and strengthen the federal inspectorate service to supplement state inspectorate services.

Considering the above pronouncements by Nigerian government, and in a bid to improve the quality of education through the improvement of the entire teaching-learning process, highly qualified personnel are being appointed as principals and vice-principals of schools (Babalola, 2006:190). University degree holders with post-graduate professional qualifications, graduate teachers with teaching experiences and specializations are being recruited into the inspectorate services of the Ministries of Education across the country to help in curricula development and supervision of teaching and learning in schools. Ezenealue (1989:5) observed that well qualified teachers who enjoy duty-post allowances are also made heads of departments in schools to coordinate the performance of teachers involved in the teaching of their various subject areas.

Supervision is indispensable in Nigerian school system. Webster (1976:203) argued that education can never be in a steady state but must be constantly looking for new ideas as new problems keep emerging as a result change in the society. It is through this instructional supervisory behavior system that educationists continuously examine, evaluate and change, if necessary, the goals of instructional behavior in order to cater for the ever-changing needs of the society.

Since the primary function of the school is teaching and learning, and since what students learn depends much on the effectiveness of the teachers, then the teachers' role needs to be given much attention (Babalola, 2006:191). Because of the foregoing,

supervision has continuously attracted the attention of educational planners and new methods of carrying it out are still being discovered.

In order to ensure that effective teaching and learning take place in schools, supervisors work with the teachers, students and school administrators. They (supervisors) ensure that the goals of teaching are achieved and try to identify better ways of enhancing learning in schools. In Nigeria at present, the traditional role of the supervisor of paying unscheduled brief visits to schools for the purpose of writing reports that could lead to teachers' promotion, retraining or punishment has changed. The modern and democratic supervisor does not behave like a "boss" to the teachers. Rather, he plays the role of a facilitator in the teaching and learning process. His primary interest is to ensure that students learn the tasks set out for them under the most conducive environment (Olagboye, 2004:199). With the change in the role of supervisors, new methods and procedures of school supervision are still evolving.

### 3.2.2 Purpose of instructional supervision in Nigerian schools

The purpose of supervision in Nigerian schools is to ensure the promotion and development of favorable conditions for teaching and learning and hence the eventual improvement of the society (Okorie, 2011:105). The primary responsibility of supervisors is ensuring that set and acceptable standards are maintained and that schools are run in accordance with laid-down procedures.

As a result of the above purpose, Wiles and Lovell (1980:2) viewed supervision as an organizational behavior system which has the function of interacting with the teaching behavior system for the purpose of improving the learning situation for learners.

Chike-Okoli (2004) on the other hand asserted that the idea of supervision is to have a comprehensive view of the activities and problems of the institution and to assess the extent to which it is fulfilling its basic obligations. The ultimate goal is to improve the overall efficiency and raise the academic standards of the schools. It is imperative to recognize the evaluative aspect of supervision. Supervision as an evaluative process is crucial to successful programme planning, if educators are to know how effective their programmes have been (Goodman, 1996:7). This position is supported by Emenike

(1998:10) where he pointed to the fact that meaningful and effective learning may base partly on constant and effective supervision and could be likened to Brunner's guided activity which states that a learner at any level is moved towards an objective more rapidly when he is guided than when left unguided.

Particularly, the purpose of supervision of classroom instruction is to help teachers to find out what their problems are and to seek the best methods of solving them, irrespective of whether such problems are individual or group in nature. Chike-Okoli (2004) in Babalola (2006:193) suggested that teachers should be guided to:

1. Improve teaching methods and techniques,
2. Utilize newly discovered principles of group dynamics,
3. Locate and utilize community resources,
4. Provide for individual differences and
5. Evaluate their teaching competencies.

This view by Chike-Okoli was supported by Babalola (2006:194) when he posited that the purpose of supervision can be classified into:

- Teacher-improvement and
- Non-teacher improvement purposes

According to him, the teacher improvement purposes of supervision are geared among others towards:

- Ensuring that teachers perform their assigned roles effectively,
- Ensuring that new teachers receive training to enable them carry out their roles effectively,
- Providing professional information to teachers,
- Guiding teachers to sources of instructional materials,
- Providing technical assistance to teachers when required such as in the preparation and use of teaching aids,
- Ensuring that discipline is maintained in the classroom,
- Maintaining high morale among teachers,

- Suggesting ways of improving teachers' performance and
- Providing an opportunity to discover teachers with special needs, abilities and qualities.

On the other hand, Babalola identified the following as the non-teacher purposes of supervision:

- Ensuring the provision of teaching materials to the school,
- Making sure that a good quality of teaching and learning is maintained in the school,
- Providing an opportunity to assess the moral tone of the school and
- Giving feedback to educational planners regarding the need for curriculum changes and, or improvement.

### 3.2.3 External supervision of instructions in Nigerian secondary schools

External supervision as the name implies refers to that type of instructional supervision which is carried out by designated people from the Ministry of Education or their agencies at both the federal and state levels who comes from outside the school. The Federal Ministry of Education (2001) pointed to the fact that supervisors have the responsibility of ensuring that teachers are assisted to understand their subject matter well. This the supervisor does by organizing workshops, seminars and refresher courses for teachers to attend in order to update their knowledge. The supervisor encourages teachers to always prepare adequately for their lessons. This gives them focus in their lesson presentations.

Supervisors encourages teachers to evaluate every lesson before it is concluded, as well as follow up activities or assignments to students at the end of the lesson (Uveryol, 2013:24). The supervisor ensures that the teachers mark and grade class activities promptly and objectively. It is the responsibility of the supervisor to ensure that the teacher make his lesson interesting, stimulating and enjoyable and to communicate in simple, clear and effective manner during lesson presentation (Olagboye, 2004:201). This is done by going through the lesson plans and ensuring that they are planned according to specifications and are correctly done. The external supervisor organizes

demonstration lessons for teachers to keep them updated with modern trends in teaching (FME, 2001).

Supervisors in the course of discharging their responsibilities try as much as they can to enhance cordial inter-personal relationship between teachers and students. He also enhances the school climate as well as help teachers to develop positive self-concept (FME, 2001). The FME further stressed that these tasks performed by supervisors enhances the quality of teaching and learning in the schools. Where these tasks are not performed due to infrequent supervisory visits, the quality of teaching and learning may be affected.

The Federal Ministry of Education in a bid to enhance the quality of teaching and learning process in Nigerian secondary schools reiterates the need for an external agent to help teachers to assess their work with a view to reinforcing effective methods and to propose and provide remedial actions where professional lapses have been discovered (FME, 2001). The FME further argued that parents and school proprietors often yearn for external supervisory reports to supplement the self-congratulatory reports which schools tend to supply them through such channels as letters, school magazines or speech days. It is only external supervisory reports that meet this expectation because it provides objective information about the strengths and weaknesses of a school, suggesting ways through which identified weaknesses can be addressed. Reports arising from external supervision of schools make it possible for the quality of education offered in one school and the standard attained to be compared with that of a similar school elsewhere in the country. This enhances uniformity of educational standards across the country.

School supervision is not only carried out with the intention of enhancing of teaching, but also of improving the quality of learning of students (Wiles, 1987). According to Wiles, the supervisor in the course of supervision focuses on monitoring, evaluating and facilitating teaching and learning activities in the school. Supervisors also ensure that effective and appropriate teaching methods are used. Where some deficiencies are identified, they recommend remedial actions to be taken. Wiles also pointed to the fact that the areas that are given due attention during external school supervision include:



organizational structure, achievement, relationship with immediate community and the public, curriculum delivery, information system and school climate among others. This assessment if properly carried out is capable of generating a report which identifies the strengths and weaknesses of a school with appropriate recommendations for possible improvement.

In the Nigerian educational system at present, there are no external supervisors in sufficient numbers to carry out an efficient and systematic instructional supervision of the schools (Udoh & Akpa, 2010:238). The schools themselves should organize their own internal supervision mechanism to supplement the effort of the Ministry of Education and the school personnel so that instructional supervision can be of benefit to the schools. It will surely go a long way in curbing the low standards of education in the country. It therefore become imperative that school-based supervision is given due attention in Nigerian schools.

#### 3.2.4 School-based or internal supervision in Nigeria

Supervision is the joint responsibility of both internal (school-based) and external supervisors. The school-based supervisory team which as the name implies, is found within the school system and it is made up of all the teaching and non-teaching staff who interacts with the students, their curricula and co-curricular activities (Millette, 1998). The school-based supervisory team comprise of: the school principal, vice-principal, deans of studies, heads of departments, class teachers and appointed non-teaching staff. Millette holds that this grass-root approach to supervision of school seeks to work more directly with the teachers, and as a result, the school head is able to enhance the teachers' efforts towards promoting the quality of teaching and learning.

The Federal Republic of Nigeria (2009) in the National Policy on Education pointed out that “the primary responsibility of supervisors is to ensure that high standards are maintained and that schools are run in accordance with laid down regulations”. The Ministry of Education (MoE) and the state Post-primary Education Boards appoint principals to improve and maintain standards in the schools through their supervisory practices. The Boards appoints people who are experienced in the teaching profession for the purpose of supervising the teaching and learning process. Peretomode (2004)



suggest the purpose of instructional supervision in secondary schools to include: direct influence on the behavior of teachers and the teaching process employed to promote student learning, ensure that each individual teacher within the school system has been performing the duties for which he has been scheduled and to cooperatively develop favorable climate for effective teaching and learning.

Instructional supervision in schools is borne out of the belief that the nature of the training received by teachers did not adequately expose them to their professional roles. As a result, the visits of instructional supervisors become imperative in order to complement their efforts. Onoyase (2007) described the technique of instructional supervision as a modern strategy of supervision which is used by supervisors to help teachers improve their performance while on the job and at the same time, facilitating effective instructional process in the schools. This technique according to Onoyase, should include: classroom visitations, inter-school visitations, micro-teaching and workshops.

### 3.2.5 Role of the principal in instructional supervision

In the opinion of Fafunwa (1974), the Nigerian secondary school principal occupies a unique position in the overall secondary school educational system. Fafunwa further stressed that the principal is an educational leader in his own right and his influence is considerable in the educational programme of the country. The principal is an agent who executes or transmits rules and regulations handed down to the schools by the Ministry of Education. He handles the curriculum, system of instruction and discipline. Even so, most of the principals are not aware that they are instructional supervisors charged with the responsibility of supervising the teaching and learning process in their respective schools.

As an educational leader, the principal is responsible for supervision of instructions and execution of other administrative functions of the school. Since the principal is the chief administrator in the school, his main function should be concerned with the improvement of the quality of instructions in the school (Babalola, 2006:202).

The principal should perform his role by providing good leadership conditions. Instructional leadership is needed to help teachers solve their various problems and to guide them in the continuation of their in-service education. Just as no teacher is prepared to teach all the subject areas equally well; neither can a principal be expected to provide supervisory leadership and assistance in all areas of the school equally well (Udoh & Akpa, 2010:233). Moreover, administrative work in the school does not allow the principal ample time to work with individual teachers and considering the fact that teachers are professionals in their own fields which may differ from that of the principal, what the principal can do is to provide a situation where the teachers can work with one another and with their respective heads of departments.

Instructional supervision is a critical issue in educational leadership. It involves many leadership aspects: identifying supervision, teachers' skills, student performance, school effectiveness and technical skills (Uveryol, 2013:22). Therefore, the role of the school principal is to supervise, plan, as well as develop competitive strategies for the school. Thus, the duty of the principal is challenging and he should be able to harmonize his administrative and supervisory roles in order to achieve school goals and objectives.

In Nigeria, principals are expected to spend most of their time in organizing learning activities for their respective schools. Maintaining effective school supervision, acting as consultants, advisers and coordinators for teaching and learning activities in schools is one of the important jobs of principals (Uveryol, 2013:22). Principals should be seen to be spending more of their valuable time on teachers' and students' professional activities and not only working in their offices issuing memos, circulars, directives and other related roles.

### 3.2.6 Teachers' perception of supervision in Nigeria

Generally, secondary school teachers in Nigeria perceive supervision as a way of generating information for appraisal purposes. A study on supervision and teachers' job satisfaction carried out by Fraser (1980:224) revealed that "... the improvement of the teaching and learning process was dependent upon teachers' attitudes towards supervision". According to Fraser, unless teachers perceive supervision as a process of promoting their professional growth and student achievement, the supervisory practice

may not have the desired influence. On his own part, Kapfunde (1990) corroborated this view by asserting that teachers usually associate supervision with the rating of teachers. Kapfunde further argued that some teachers still perceive supervision as a form of “inspection and evaluation” which is usually ill-motivated and would rather do anything possible to avoid it.

According to Wiles and Lovell (1982), teachers may perceive supervision as a worthwhile exercise only if supervisors assure them of their safety by backing them in their judgments even though sometimes such judgments may be wrong. Teachers prefer to be democratically and fairly treated during supervisory visits. Teachers can perceive supervisors as people who control their destiny only if the supervisors show more commitment in helping them become more effective teachers (Greenfield, 1987).

The concept of supervision and its conduct has changed over the years (Marks, 1985). Traditional or early supervisors were viewed as inspectors who only came on fault-finding missions to the teachers in the classrooms. Teachers were regarded as instruments that can be closely monitored and supervised to ensure that they carried out methods and procedures as determined by the supervisors. Over the years, these perceptions have been there and still exist among some teachers, but some teachers now perceive supervision on a more positive perspective. For example, Cogan (1973) pointed out that some teachers now view supervision as an integral part of school administration and as a necessary activity which must be carried out for the purpose of achieving the set goals and objectives of the school.

### 3.2.7 Challenges of school supervision in Nigeria

The preconditions for effective instructional supervision as observed by Nwagwu (1987:4-8) includes among others: the availability of well qualified and trained professional teachers in sufficient numbers to staff the school; adequate provision of instructional facilities; adequate provision of teaching and learning materials to facilitate and enhance meaningful interaction between teachers and students and adequate teacher remunerations and better conditions of service to boost teachers' morale and job satisfaction. However, in Nigeria, these conditions have always been partially met.

This scenario poses serious challenges to the process of instructional supervisory practices.

Inadequate number of qualified supervisors is one problem that bedevils the practice of instructional supervision in Nigerian schools. In order to get rid of the problem of inadequate size of staff in the inspectorate division, there is the need to employ qualified and experienced people to carry out supervisory roles in the school system (Babalola, 2006:240). Since supervision has shifted from the traditional form, the profession requires personnel that are well versed and grounded in the field. Their adequacy will go a long way in curbing the problem of irregularity in the conduct of supervisory practices in Nigerian secondary schools.

One other problem that impedes effective instructional supervision of schools is the issue of inadequate funding of the inspectorate division. The activities and programmes that are meant to achieve the stated objectives of supervision are transformed into reality through finance (Olagboye, 2004:207). Olagboye further argued that if the required funds expected by the inspectorate division are not allocated on time and in adequate proportions, this could mar the successful implementation of such laudable plans.

Inadequate supply of facilities is yet another challenge that threatens the successful implementation of supervisory practices in schools. Most inspectorate divisions operate with inadequate facilities such as transportation facility, writing materials and the likes which reduces the capacity of personnel involved in supervisory roles in the schools (Jaiyeoba, 2003:86). Timely supply of the much-needed facilities in sufficient quantities to the inspectorate divisions will help in curbing the challenge of inadequate supply of facilities.

Lack of cooperation from school staff also reduces the effectiveness of supervisory roles. In most cases, school staff view supervisors as fault-seekers and would do anything to avoid them. According to Akinbote (2000:37), unless the school staff (including the principals) see supervisors as partners in progress, instructional supervision cannot achieve the desired results. Necessary support and cooperation

should be given to the supervisors as this is the only way of ensuring a successful supervisory exercise.

Lack of adoption of democratic style of supervision has also been one of the challenges impeding the successful implementation of supervisory practices in Nigerian schools. As pointed out by Obilade (1989), if the supervisors want maximum cooperation from the school staff, they also need to be democratic in their approach to supervisory process. The supervisors should not be seen to dominate the entire scene of the exercise. School staff should be carried along in the supervisory process and should not be seen as novice who has nothing to contribute. School staff should be allowed to participate in some aspects of the supervisory process.

Inadequate staff development opportunities negatively affect the successful conduct of supervisory practices in schools. For performance to ensue, staff of the inspectorate unit need to undergo regular training sessions such as workshops, in-service training, seminars and conferences (Tuoyo, 1999:102). Tuoyo further stressed that such staff should be encouraged to further their studies. This will eventually be to the advantage of the individual staff members as well as the educational system as a whole.

### 3.3 School supervision as practiced in Indonesian schools

A school is a formal educational institution where teaching and learning takes place for the purpose meeting the educational goals of the nation (Kamuyada, 2015). The main goal of a school is the provision of learning experiences that eventually lead to behavioral change on the side of the student resulting from the learning process. Envisaged behavioral change does not only occur in knowledge alone but also in skills. According to Sudarjat (2015:146):

Education aims to develop skills which are related to changes in knowledge, behavior and skill, as well as to establish character and dignity and civilization in the context of the nation through students' potential development, to obey the Almighty God and become democratic and responsible citizens.

The main goal of the school is to ensure that students' learning situations are improved upon for better learning to take place (Tesfaw & Hofman, 2014:1). Consequently,

teachers' roles are essential if the goals of education are to be achieved. This is because teachers' effectiveness has a strong relationship with students' learning and performance.

The Indonesian education system is not very successful (Mudawali & Mudzofir, 2017:1). According to Mudawali and Mudzofir, there is the need for Indonesia to work very hard towards achieving its educational goals occasioned by the many challenges facing the nation's education system. They argued further that among the numerous problems bedeviling the Indonesian education system is lack of competent and professional teachers. Based on the outcome of teacher competence examination held in November 2015, the average score of teachers was below the minimum standard and only 7 out of the 34 provinces in Indonesia secured the minimum standard set (Sergur, 2016). Apart from teacher competence problem, one other problem that affects the education system in Indonesian is the issue of students' performance. According to Sergur, the 7 provinces that met the minimum standard during the teacher competence examination include: West Java, Central Java, Yogyakarta, Jakarta, Bali, East Java and Bangka Belitung.

Apart from the problem of teacher competence, one other problem affecting the Indonesian education system is low student achievement (Mudawali & Mudzofir, 2017). It is true that teachers' effectiveness has a strong relationship with students' achievements and no education system can rise above the quality of its teachers. According to Mudawali and Mudzofir, Indonesian students compares unfavorably with their counterparts in foreign countries in terms of performance and achievement. According to ([www.pikiranrakyat.com](http://www.pikiranrakyat.com): Accessed on 18 February 2018), results of the Program for International Students Assessment (PISA) 2015, revealed that a student of 15 years in Indonesia have low abilities in mathematics, science and reading and Indonesia ranked 69<sup>th</sup> out of the 76 participating countries.

As part of the solution to the issues raised above, there exist a passionate need to put in place an effective supervision mechanism as a means of curbing the problems of teaching and learning in Indonesian schools. Supervision has been used as a means of enhancing, maintaining and improving upon the quality of teaching and learning in

schools (Mudawali & Mudzofir, 2017:2). Supervision serves as a means of providing immediate help and assistance to teachers based on observed needs. Supervision minimizes the incidences of teachers' incompetence and low students' achievement in schools if properly conducted. It has therefore become imperative to put in place effective supervisory practices because of its importance in enhancing teachers' professional growth and subsequent improvement of the teaching and learning process.

Supervision is indispensable considering the role it plays in the maintenance and improvement of the teaching and learning process in schools. Jaffer in Ugurlu (2014:184) asserted that "a good supervision system contributes to the transformation and reform of organizations in many countries". Hamzah (2013) corroborated this stand by pointing to the fact that supervision being an important part of educational management can enhance the quality of educational systems and is essential in the success of any school that aims to meet its targets.

One of the benefits of supervision lies in the fact that it provides the opportunity for teachers to improve on their teaching capacities and develop professionally. Burnham (2001) asserted that people involved in supervisory roles (supervisors, principals, heads of departments, teachers) are expected to use their professionalism by way of committing to their jobs as stated in the standard of national education and the enactment of the Ministry of National Education 2007, number 12 concerning the standards for school supervision. It is the responsibility of the ministry of national education and school administrators to ensure that supervisory practices are effectively carried out (Mudawali & Mudzofir, 2017). The success of the entire teaching and learning process is highly dependent on the supervisory experiences put in place.

The quality of teaching and learning can be affected by both internal and external variables. Supervision is one example of the external variables that are capable of affecting the teaching and learning process in schools (Idris, 2016). Researches in various countries reveal that supervision is one of the extrinsic variables that significantly affects teachers work motivation, performance, professionalism and students' achievement in schools (Mark, 1991:79).



Contemporary issues in education such as lack of teachers' professional growth and effectiveness and low students' achievement in Indonesian schools can be traced to weak, ineffective and less efficient supervisory practices (Sagala, 2000). Supervision should be carried out by experienced, professional and serious-minded personnel in order to achieve the much-envisioned goals and objectives of the school system. However, only a few supervisors meet these requirements and as a result, most of the supervisors are unable to carry out instructional supervision in a professional manner.

There is a gap between reality and expectations regarding the implementation of instructional supervision, with widening gap between theory and practice (Sturges, 1982). According to Sturges, instructional supervisors fail in their role of helping teachers to remedy their deficiencies, rather they dwell so much on teachers' administrative responsibilities. Supervisors are primarily expected to provide support, assistance and guide to teachers in order to remedy the challenges confronting teachers in the course of performing their roles. If supervisory practices are effectively carried out, they are capable of improving teachers' performance and in the long run, the entire teaching and learning process will be enhanced. An enhanced teaching and learning process enhances better school goal achievement.

According to Kutsyuruba (2003), supervisors should be in a position to assist and mentor teachers towards ensuring that the teaching and learning process works smoothly. Kutsyuruba further stressed the need for supervisors to satisfy teachers' shortcomings as a means of ensuring effective educational practice and providing adequate resources for teachers. What should be of interest is the extent to which supervision successfully accomplishes the instructional tasks.

Supervisors should be versed enough and well-grounded in the discharge of their professional roles to enable the organization to achieve its set objectives. Yavuz (2010:371) asserted that good supervisors should be able to:

Solve problems, establish high standards for quality, take time to teach their staff, set reasonable and consistent standards and limits, treat everyone fairly, acquire and use new information, master complex systems, work with a variety of new technologies and communicate effectively with all personnel.



In Indonesia, supervisory roles are carried out by supervisors, principals and teachers assigned supervisory roles by principals to supervise their colleagues (Pajak, 1986). Pajak further pointed out that if the aim of supervision is to improve the teaching and learning process, then supervision should be considered as a form of teaching rather than as an administrative task. Supervision should be viewed as an activity which is concerned with improving student learning through the improvement of the teaching process. To ensure accountability, supervision should be seen to be carried out as a form of inspection which follows laid down procedures and must be properly documented (Mudawali & Mudzofir, 2017:4).

In order to be in tune with the changing trends in the educational system, disposition also have to change especially in the area of instructional supervision (Mudawali & Mudzofir, 2017:4). There should be a change from the old style of supervision which was characterized by autocracy, fault-finding and power oriented tendencies to a modern style which is democratic and all-encompassing. Old supervisory practices (inspection) in Indonesian schools has now changed to modern and democratic style which seeks not only to find out whether principals, teachers and other school staff carry out their roles in accordance with laid down procedures, but also seeking ways of remedying deficiencies observed in the course of carrying out the exercise. Mudawali and Mudzofir expressed the belief that given the new trend in supervision, teachers and supervisors can work together in a more-friendly atmosphere which will in turn enhance better results.

A study carried out by Suharno and Saddhono in 2013 in Andong Boyoli, Central Java revealed that during supervision, supervisors bothered heavily on administrative work and dwelled so much on aspects that do not seem to assist their teachers and learners (Mudawali & Mudzofir, 2017:5). According to Mudawali and Mudzofir, such practices made most teachers to remain passive and preferred not to take further advice from the supervisors. Situations of this nature make teachers to develop a negative perception of supervision and perceive the entire exercise as that which has nothing good to offer (Olivia, 1976).

### 3.3.1 History of educational supervision in Indonesia

Supervision has a relatively short history of practice in Indonesia. Supervision can be considered to be new in Indonesia especially considering the fact that it emerged in the early 1960s (Arikuto, 1998). According to Mudawali and Mudzofir (2017:8), supervision was introduced by the Teacher Training Colleges during educational management. Mudawali and Mudzofir further pointed out that before this time, supervision actually existed in Indonesia for close to three and a half centuries but was however referred to as inspection. According to them, the then inspection was mostly characterized by fault-finding instead of helping teachers to improve the teaching and learning process.

The term inspection has been in use since Indonesian independence but was later modified and changed to supervision at the secondary school level and inspection was still being used at the elementary school level (Harahap, 1983). According to Harahap, the use of the term supervision was brought about mainly by scholars who studied at the United States of America.

The introduction of the term supervision formally came into existence in Indonesia as a result of the resolve of the Indonesian Ministry of Education and Culture Decree No 0134/1977 to recognize principals, school inspectors and staff in the existing inspectorates in every province as supervisors (Sudjana & Nana, 2006). According to Sudjana and Nana, there was formal government recognition of the use of the term supervision later through the provisions of Government Regulation Number 38/1992.

According to Sudjana and Nana (2006), the standards for school supervision and roles expected of principals as academic and managerial supervisors were determined by the Directorate for Improvement of Educational Quality and Personnel of the National Education Department of Indonesia.

### 3.3.2 Principals' supervisory roles in Indonesian schools

The Indonesian National Education provision (No. 13/2007) on school standards stated that part of the principals' responsibilities is to conduct educational supervision and such roles include among others: planning supervisory programmes, employing appropriate approaches to supervision process and carrying out follow-up activities on outcomes of

supervision experiences (Mudawali & Mudzofir, 2017). Based on this provision, the school principals have to be familiar with the concept of supervision and its dimensions in order to carryout supervision in accordance with the expected objectives of the school (Pajak, 1986).

In Indonesia, Principals are appointed from among the teaching force. The principal is a teacher appointed to a structural position (Rahman, 2006). This position is corroborated by Wahjosumidjo (2010) when he pointed out that a principal is a serving teacher who is appointed to head a school in order to provide leadership that will lead to the attainment of set school goals.

Asmani (2012) in Mudawali and Mudzofir (2017:32) summarized the roles of principals in school supervision in Indonesia to include the following among others:

1. Ensuring that teaching and learning takes place in the most effective manner.
2. Preparing annual schemes of work covering teaching schedules, students' activities, finance as well as supplying needed facilities.
3. Preparing a schedule of teachers' requirements, teaching roles and supply of support facilities.
4. Preparing a schedule that provides information on students' admission and progression.
5. Providing information on staff with particular reference to areas of need, assistance offered and ways of enhancing teachers' progress.
6. Working towards procuring and administering educational programmes, including granting of salary and proposing additional funding.
7. Planning infrastructural development, improvement and additions to existing school facilities and infrastructures.

However, it is important to note that these are not the only roles expected of school principals, but are those that relates specifically to the supervisory roles of school heads. Principals also perform other roles while heading schools which includes school administrative and managerial roles. The principal functions as head of the institution, discovers school defects as well as keep the school in good order (Udoh & Akpa, 2010:240).

### 3.3.3 Teachers' perceptions regarding supervision in Indonesia

In Indonesia according to Gunawan (2011), teachers do not in the actual sense fear or dislike supervision, but they hate the manner in which supervisors carry out the exercise. According to Gunawan, supervisors view themselves as being superior, authoritative and fault-finding characterized their activities. These tendencies by the supervisors caused unnecessary fears among the teachers and subsequently make the teachers feel uncomfortable with both the supervisors and the entire supervisory process. This scenario also leads to the development of negative perceptions on supervision by teachers because the teachers were constantly feeling threatened by the supervisors.

Different teachers have different perceptions regarding supervision. The perceptions of teachers regarding supervision is an aspect that is supposed to be comprehended, analyzed, evaluated and interpreted within the context of the activities of supervisors (Mudawali & Mudzofir, 2017:5). Negative perceptions regarding supervision by teachers can adversely affect teachers' performance. When teachers perceive supervision positively, they feel motivated towards developing their teaching capacities. The manner in which teachers perceive supervision has a corresponding effect on the success of the entire exercise.

Teachers' perception of supervision in their schools and classrooms determines the results of the supervisory process (Tesfaw & Hofman, 2014). Glathorn carried out an investigation into supervisory behaviors and teachers' satisfaction in 2007 and discovered that improving the teaching and learning process was highly dependent on teachers' attitudes towards supervision (Mudawali & Mudzofir, 2017). According to them, except teachers perceive supervision as a means of promoting their professional growth and enhanced student learning, supervision cannot achieve the much-anticipated results. For supervision to be effective, the teacher must view the supervisor as a friend and colleague who is trustworthy and ready to pursue a common goal (Titanji & Yuoh, 2010).

### 3.4 School supervision and quality assurance procedures in Malaysian secondary schools

The Ministry of Education (2012) points out the major objectives for quality control and school improvement in the education system of Malaysia. The provision stipulates the conditions that are considered necessary for the attainment of the much-needed educational transformation and school improvement. Certain aspects of the document are geared towards making sure that school principals, vice-principals, heads of departments and teachers are empowered to serve as instructional leaders in their schools (Malaysia Ministry of Education, 2012).

According to the provisions of the Malaysian Ministry of Education (2012): All school leaders (principals, assistant principals, heads of departments and subject heads) will be prepared to fully utilize the decision-making flexibilities accorded to them. This includes instructional leadership matters such as school improvement planning and curriculum and co-curricular planning, as well as administrative leadership matters such as allocation of school funds (Ministry of Education, 2012).

It is however important to note that instructional leadership in the Malaysian context does not only cover the roles of the school principals but also include those occupying other formal leadership roles within the school system (Harris & Jones, 2017).

In Malaysia, being a principal is a position that one attains close to the end of a teaching career (Harris & Jones, 2015). According to Harris and Jones, principals in Malaysia are on the average older than their counterparts in most countries. Jamilah and Yusof (2011) pointed to the fact that principals' appointment in Malaysia is strongly tied to seniority and previous assessment results from teaching performances. By implication, it goes to show that for a teacher to be appointed to the position of a school principal in Malaysia, certain variables are considered. Among these variables is length of service and progression on the job which is also subject to the nature of results obtained from previous assessments conducted on the teacher's job performance.

In Malaysia, the Institut Aminuddin Baki (IAB) has been the body charged with the responsibility of principals' leadership training throughout the country since 1988 and before 1999, there was no uniformity in the training of school leaders in Malaysia (Harris

& Jones, 2017). The National Qualification for Headship was introduced in 1999 as a national programme which was conducted by IAB and was adapted from the English Qualification (Bajunid, 1996). Bajunid further argued that the program was introduced to Malaysia with the aim of improving the standard of preparation for all school heads.

By 2009, the National Professional Qualification for School leadership substituted the National Qualification for Headship and it was made a compulsory requirement for all those wishing to become principals throughout Malaysia (Harris& Jones, 2017). It is however important to note that the rationale for all these national qualifications was anchored on the improvement of the quality of teaching and learning in schools.

International knowledge regarding principals' supervisory roles in Malaysia is still evolving as there existed indigenous literatures on the subject matter covering several decades. According to Bajunid (1996:50), "... any understanding of an indigenous perspective requires a real understanding of the theoretical bases of the subject, and an understanding of the particular indigenous environment or setting". A substantial part of the indigenous research works still remain unknown to the international researchers owing to the fact that it was documented in national languages of South-Eastern Asian countries including Malaysia (Walker & Hallinger, 2015). Consequently, there exists a need for more research work on principals' instructional leadership roles in Malaysia in order to bring out the subject matter much clearer to the international community.

According to Ghavifekr and Sani (2014), supervision in Malaysia varies from organization to organization depending on the purpose and context of usage. According to them, Teacher Colleges and Universities carried out supervision to assess trainee teachers for their practical teaching while the Ministry of Education operates an inspectorate for the purpose of evaluating the teaching and learning process. At the school level, supervision is usually carried out by the school's senior team management for the purpose of giving support and guidance to the teachers for better productivity (Ghavifekr & Sani, 2014).

### 3.4.1 Roles of principals and school heads in school supervision in Malaysia

The Malaysian Ministry of Education has a clear performance benchmark that defines the limits of principals' responsibilities and performance. The responsibilities of principals are clearly demarcated and pointed out as contained in the "competency standards for Malaysian principals" document (IAB, 2010), which outlines the nature of the roles expected from the position. Among these responsibilities are: the implementation of educational programmes as laid down by the Ministry of Education; the supervision of teaching and learning process; monitoring of discipline; supervision of co-curricular activities in schools and involvement of Parents-Teachers Associations and with Board of Governors (Perera, 2015).

Other positions of formal leadership responsibilities in Malaysian secondary schools include: vice-principals; senior assistants; subject teachers; heads of subjects and administrative staff in responsibility positions (Bajunid, 1996). Bajunid further stated that principals are accountable to the District and the Ministry of Education on matters relating to school performance and the principals are also responsible for the performance of other staff in leadership positions within their schools. For principals to succeed in their roles, they have to make sure that staff with teaching roles adhere strictly to the rules covering their schedules.

Presently, principals in Malaysian schools are considered crucial in the quest for educational transformation and improvement (Harris & Jones, 2017). According to the Malaysian Ministry of Education (2012):

School leaders will be asked to perform to the high expectations set and agreed to for their schools. They will need to stay open to new ways of working, to involve the community in school improvement, and to serve as coaches and trainers to build capabilities in their staff as well as other staff.

Therefore, principals in Malaysia are more than ever before considered as agents of change in the quest to improve the teaching and learning process in schools given their positions as instructional leaders.



In Malaysia, most teachers still perceive supervision as a form of inspection because they have not yet differentiated inspection from instructional supervision (Ghafekr & Sani, 2014). Inspection is a form of subjected assessment and a means of evaluation used to enhance the quality of school standards, while instructional supervision aims at providing sustainable guidance, support and feedback for the professional development of teachers and at the same time improving the teaching-learning situation in schools. Mpofo (2007) in Ghafekr and Sani (2014) noted that teachers perceive supervisory roles as an inspectorate's way of examination and evaluation and not as an avenue to guide and support them. This has been the view of most teachers regarding instructional supervision in Malaysian schools at the moment.

### 3.5 Supervisory practices in Ethiopian schools

In Ethiopia, school inspection was introduced roughly thirty-five years after the introduction of western education into the country (Haile, 2016:18). Even though available literature does not seem to pin down a particular year, there exist reasons to suggest that school inspection was introduced into the country in the early 1930s (Haileselassie, 2007). It is in place to say that supervision has since been practiced in Ethiopian schools. It is also important to note that the development of supervision in Ethiopian schools has not been quite sound as it appeared as simply changing the terms inspection and supervision over the years (Haile, 2016:18).

According to Haileselassie (2007), the historical development of supervision in Ethiopia can be traced to four periods for better understanding and comprehension of the subject matter as follows: 1<sup>st</sup> period (1934-1954); 2<sup>nd</sup> period (1955-1973); 3<sup>rd</sup> period (1974-1987) and 4<sup>th</sup> period (1988-date). These periods as outlined above are further elaborated as follows:

- 1<sup>st</sup> period (1934-1954). According to Haileselassie (2007), the type of supervision used in Ethiopian schools during this period was administrative inspection which was characterized by direct inspection visits to schools for the purpose of collecting and compiling statistical data on teachers and students, number of classrooms available and class size for onward submission to the Ministry of



Education. Haileselassie further pointed out that other purposes related to inspection during this era included curriculum related tasks which bothered on allocation of textbooks and staff recruitment exercises which had to do with conducting examinations and interviews for teachers' recruitment. Inspection exercise during this period was conducted by inspectors.

- 2<sup>nd</sup> period (1955-1973). During this period, the type of supervision carried out in Ethiopian schools was instructional supervision and the major concern of supervision was administrative (Haileselassie, (2007). According to Haileselassie, during this era, supervisory activities were carried out by supervisors and the activities that characterized the exercise included teachers' placements and transfers, managing and coordinating national examinations and assisting education officers at various levels among others.
- 3<sup>rd</sup> period (1974-1987). The type of supervision carried out in Ethiopian schools during this period was reinstituted administrative inspection which was conducted by inspectors (Haileselassie, 2007). Haileselassie further pointed out that other focus areas of inspection during this phase was on staff development through in-service training, establishment and strengthening of model schools and planning of instructions. Other areas of interest during this era as put forward by Haileselassie were administrative, financial, property and utility management at the expense of professional help and guidance to teachers and their students.
- 4<sup>th</sup> period (1988-date). During this period, democratic educational leadership was the style of supervision that was adopted in Ethiopian schools in which educational program on supervision was a priority (Haileselassie, 2007). Democratic educational leadership seeks the participation of all relevant stakeholders in education, especially as it relates to decision-making, planning and development of objectives and teaching strategies for the purpose of helping the teachers through continuous improvement of the teaching and learning process (Haileselassie, 2007).

In Ethiopia, there are two approaches to the organization of supervision which help in efficiency in terms of achievement of set goals (Million, 2010:23). According to Million, these approaches include external supervision and school-based supervision of

schools. External supervision is carried out by staff of Ministry of Education, Regional Education Bureau, Woreda Education Office and Cluster Resource Centers, and for each cluster center, the Woreda designates a superior who would report to the Woreda Education Office (Haile, 2016:19).

On the other hand, the school-based component of the approaches to educational supervision comprise of personnel from within the schools who are saddled with the responsibility of carrying out the task of supervision in order to achieve the predetermined goals of the school (Haile, 2016:18). Haile further pointed to the fact that supervisors within the school system are made up of: the school principal, vice-principal, heads of departments and other senior teachers given supervisory roles in the school.

### *3.5.1 Roles of stakeholders in school-based supervision in Ethiopian schools*

The Ethiopian Ministry of Education (1994) clearly outlined the roles of various stakeholders involved in school-based supervision. These role players and the roles expected of them are as follows:

#### *3.5.1.1 The roles of school principals in school supervision*

According to the Ministry of Education, school principals would be responsible for the following, among others:

- Putting in place a favorable environment that will enhance supervisory activities in the school by mobilizing all necessary resources.
- Providing professional help and guidance to teachers so that they can achieve instructional goals and supervise classes when deemed necessary.
- Coordination of the evaluation of teaching and learning situation and its outcome by way of initiating active involvement of members of school staff and community.
- Reviewing and strengthening supervisory activities in the school through effective coordination of school staff members and other professional bodies.
- Provide an opportunity for the evaluation of the school's community relations, and based on such evaluation reports, strive to improve on the existing relations.

### *3.5.1.2 The roles of vice-principals in school supervision in Ethiopia*

The Ministry of Education (1994) stated that apart from assisting the school principal in carrying out his responsibilities as stated above, the vice-principal is also saddled with the following responsibilities in school supervision:

- Provide overall instructional leadership to members of staff of the school.
- Assessing teachers' lesson plans and carrying out classroom supervision to ensure that lessons are delivered in accordance with laid down procedures.
- Making sure that school curriculum addresses the aspirations of the local community.

### *3.5.1.3 Roles of heads of departments in school supervision*

Because of the experience possessed by heads of departments resulting from their years of service in the educational system, they possess the ability to supervise the educational process (Haile, 2016:20). The Ethiopian Ministry of Education (1994) vested the following supervisory responsibilities on school heads of departments:

- Taking charge of supervisory activities in their various departments and evaluating teachers' job performance.
- Organizing on the job orientation and socialization activities for newly appointed teachers in their departments.
- Initiation and promotion of group involvement in the planning, implementation and decision-making process of instructional process and in evaluating instructional outcomes.
- Selection and organization of teaching materials and making them available to teachers.
- Encouraging teachers to conduct action research in their subject areas so as to improve and develop those subjects and methods of teaching them.
- Arranging model teaching sessions for inexperienced teachers by imitating successful senior teachers from their departments.

- Coordinating the evaluation of departmental curriculum and organizing workshops, conferences and seminars in order to address identified curriculum issues.
- Encouraging department members to hold regular meetings to periodically evaluate their activities and to seek best solutions to instructional problems.

#### *3.5.1.4 Roles of senior teachers in school supervision in Ethiopia*

In accordance with the career structure developed by the Ministry of Education regarding Ethiopian Education and Training Policy of 1994, High-ranking teachers, Associate Head teachers and Head teachers are regarded as senior teachers (Haile, 2016:20). As a result, such teachers on the account of the accumulated experiences they possess in their various subject areas, are in a better position to supervise other teachers in their respective departments (Ministry of Education, 1994).

#### *3.5.2 Roles of external supervisors in school supervision in Ethiopia*

Instructional supervision is a form of service delivered to equip teachers for their role of teaching and at the same time providing a favorable learning atmosphere for the learners. Resulting from this, the supervisor is expected to function as a coordinator and a useful guide and a facilitator in the teaching and learning process (Haile, 2016:21). According to the Southern Regional Education Bureau as cited in Haile (2016:21), the goal of the supervisor is that of implementing and strengthening the teaching and learning process by way of providing professional guidance to teachers for enhanced quality of learning. As a result of this, supervisors are expected to monitor the curriculum development process, facilitate in-service training and put in place a professional guidance mechanism for teachers on the basis of school improvement and quality education (Ministry of Education, 2006).

Additionally, the Southern Regional Education Bureau (2006) vested more responsibilities on the Woreda school supervisors. Consequently, the external school supervisor is expected to among other things:

- Put in place a schedule of discussion and training programme for selected Parents-Teachers Association and staff members of selected cluster schools.
- Put in place a professional guidance schedule for school clusters and schools outside the clusters in the Woreda.
- Collate and compile relevant data of all schools within the Woreda.
- Mobilize discussion sessions with school cluster supervisors.
- Level the school clusters and schools under the Woreda in accordance with available relevant data.

### 3.5.3 Perceptions of teachers regarding school supervision in Ethiopia

The nature of teachers' perceptions regarding supervision determines the success or otherwise of the entire exercise since the goal of instructional supervision is to improve the quality of teaching and learning in schools. Activities of some supervisors sometimes make some teachers perceive supervision negatively. According to UNESCO (2007) as cited in Haile (2016), teachers in Ethiopian schools have bitter complains concerning supervisors' activities which includes: irregular and bad planning of visits, not spending enough time in the classroom and giving irrelevant advice among other things. Haile further stressed that all these does not imply that teachers do not recognize the positive contributions of supervision, but that in teachers' opinion, the problem with the supervisors is purely attitudinal.

Teachers do not also like the fault-finding approach used by supervisors in the process of carrying out their roles and expect that they (teachers) should be treated as professionals in their fields and at the same time, consider the realities of the schools when giving advice (Haile, 2016). In the opinion of Haile (2016), the supervisory techniques, procedures and skills of the supervisors are grossly inadequate to improve the teachers' quality and learning outcomes of students in Ethiopian schools. In

addition, supervisors seem not to be putting in the required efforts towards supporting and guiding the teachers in order to enhance their effectiveness (Million, 2010).

Instructional supervision has the goal of improving the quality of teaching and learning in schools by ensuring teachers' effectiveness. According to Fraser as cited in Lilian (2007), improving the teaching and learning situation of schools depends so much on teachers' attitudes towards supervision. Until teachers view supervision as a means of enhancing their professional growth and enhanced student achievement, the supervisory process may not achieve the envisaged outcome.

### 3.6 Supervision as practiced in Kenyan schools

The inspectorate department has over the years played a major role in improving the quality of education in Kenya. According to Eshiwani (1993) as cited in Wanjohi (2007), the Kenyan inspectorate department has been the "nerve center" of the Ministry of Education, Science and Technology. This is no doubt, an applause for the inspectorate's contribution to the development of Kenyan educational system. The inspectorate is recognized as the professional arm of the Ministry of Education, Science and Technology because of its valuable contributions (Republic of Kenya, 2000).

Wanjohi (2007:18) observed that the inspectorate department is saddled with the responsibilities of: overseeing and ensuring smooth school management and administration, supervision of school activities, maintenance of set school standards, management of school curriculum, provision of guidance and counseling services in schools, promotion of teachers' professional development and planning of co-curricular activities in schools (Republic of Kenya, 2000).

Being a custodian of school standards, the inspectorate plays the role of a supervisor as well as an advisor through quality assurance and quality development accordingly. As a supervisor, the inspectorate ensures that laid down procedures are observed and that the national objectives of education are realized (Wanjohi, 2007:28). Wanjohi further

pointed out that in its capacity as an advisor, the inspectorate also plays the role of liaising closely with teachers for the purpose of achieving the set educational standards in Kenyan schools.

The Kenyan Ministry of Education, Science and Technology is guided by a hierarchical structure, with the minister at the top. According to Wanjohi (2007), the responsibilities of the minister are contained in the Education Act, chapter 211, section 3 of the Laws of Kenya (1968) which was revised in 1980. Up till the year 2004, the ministry had operated under two departments, namely: The Directorate of Education and the Directorate of Administration (Republic of Kenya, 2000). According to the Republic of Kenya, the inspectorate department operated under the directorate of education and was headed by an inspector of schools who was assisted by two deputies and four assistants.

In the inspectorate, there existed inspectors for all school subjects, special education and early childhood education and were domiciled at the headquarters of the Ministry of Education, Science and Technology (Njogu, 2003). Njogu further pointed out that there were inspectors stationed at provinces and districts who were led by a provincial inspector of schools who also, was answerable to the Provincial Director of Education. There was the District Education Officer at the district level who was responsible for all matters relating to education and there were zonal inspectors who took care of the education zones within the district for proper supervisions and operations (Njogu, 2003).

In the interim, the current restructuring of the Ministry of Education, Science and Technology has led to the creation of five directorates namely: Basic Education; Quality Assurance and Standards; Policy and Planning; Higher Education and Technical Training (Wanjohi, 2007). Wanjohi stated further that the inspectorate department has been renamed as Directorate of Quality Assurance and Standards where school inspectors are now recognized as Quality Assurance and Standard Officers.

To say that school inspection and supervision are important could be an understatement. According to the Commonwealth Secretariat (1998) as cited in Wanjohi (2007), inspection of schools plays an important role in improving the quality of education because it ensures quality, improves and maintains standards, evaluates



teachers' performance, monitors instructional process, identifies school needs, generates relevant data, provides professional guide to teachers and supplies feedbacks to the Ministry of Education and relevant stakeholders.

Similarly, the Kamunge Report of 1988 as cited in Wanjohi (2007) pointed to the importance of school inspection in Kenyan schools and further recommended the training of principals as major inspectors of their schools. Also, Office for Standards in Education (2003) as cited in Wanjohi (2007:2) stated that school inspection provides an independent external evaluation of the quality and standards of a school, its management and the academic achievement of its students.

### 3.6.1 Challenges of school inspection in Kenya

Like most organizations, the inspectorate department faced a number of challenges in its bid to provide its services for the purpose of improving the educational system of Kenya. Wanjohi (2007:29) observed that the Kenyan inspectorate department had to contend with several challenges since its inception. According to the Republic of Kenya (2000), programme monitoring and evaluation could not be effectively carried out as a result of inadequate, incompetent and untrained personnel, inadequate equipment, facilities and finances in general. Resulting from this, many inspectors had difficulties in establishing cordial relationships with their teachers which affects the quality of teaching and learning in schools (Njogu, 2003).

According to the Kenyan Education Sector Support Programme Report of 2005 as cited in Wanjohi (2007:29), the inspectorate department while trying to improve the standard of education faced the following problems: inadequate school level supervisory capacity; insufficient tools for measuring learning outcomes; inadequate in-service training opportunities that resulted in weak and ineffective teaching force; inability to reorganize and review existing school curriculum periodically; inadequate assessment and evaluation of special needs; publishers' over concentration on the production of curriculum materials in major subjects thus leaving some subjects with inadequate materials and inadequate support for inspectorate services at both school and zonal levels. According to Wanjohi, there were many schools that remained without inspection for quite a long period of time and such schools performed below the required



standards. This situation is attributed to the fact that the inspectorate department lacked adequate qualified inspectors and even the few that existed were being over-used and lacked operational facilities such as transportation (Republic of Kenya, 2000).

Similarly, a Report of the Sector Review and Development Direction (2003) as cited by Wanjohi (2007:29) pointed to the fact that the inspectorate department lacked adequate legal provisions to enable it enforce inspection recommendations. This limited the ability of the inspectorate department to enforce decisions related to issues identified during school inspection process. By this, all the efforts of the inspectorate department have been reduced to a mere routine exercise that does not produce the intended results.

### 3.6.2 Principals' roles in school supervision in Kenya

Because of the numerous challenges facing the inspectorate division, principals as agents of Quality Assurance and Standards Office (QASO) were entrusted with the task of instructional supervision in their schools (Samoei, 2014:1). This instructional supervision according to Okumbe (2003) include activities such as: improvement of teaching and learning process, development of supervisory strategies, implementation of improvement strategies, school maintenance, curriculum improvement, students' achievement evaluation and effective time-tabling among others.

School principals were saddled with the responsibility of carrying out instructional supervision amidst other competing responsibilities in school running in order to achieve the set goals of the school system. The rationale for vesting so much responsibility on the principals is not far-fetched. According to Samoei (2014:27), principals are readily available in schools, maintain visibility, monitors students' progress. They monitor curriculum implementation process and promote better academic standards in schools.

Tyagi (2010) as cited in Samoei (2014:31) pointed to the fact that school inspection as provided by government agencies has proved inadequate in improving the quality and standards of education in most Kenyan schools, hence the need for principals to join efforts with the existing inspectors to enhance the quality of education in schools. According to Tyagi, teachers require innovations and supervisory support in order to improve the teaching and learning process. Teachers need to be properly guided and

mentored professionally so that they (teachers) can perform their job effectively which will in the long run reflect in enhanced students' achievements.

Instructional supervision involves every activity that principals carry out with the sole aim of improving the teaching and learning process in schools. Okumbe (2003) noted that principals seek to improve the teaching and learning situation through helping teachers and that whatever assistance is given to teachers by principals is expected to facilitate effective classroom instructions in schools. This will eventually reflect in students' performance. Okumbe further pointed out that some of the activities principals carry out during instructional supervision include: observation of classroom instructions, carrying out teachers' conferences, assisting in designing and implementation of schemes of work, supervision of instructional process and supply of instructional materials among others.

Other roles performed by principals in supervising the instructional process include: organizing and coordinating in-service training sessions for staff, guiding teachers in the instructional process and getting feedbacks from the community relating to services provided by the school (Samoei, 2014:26). The help and assistance principals offer to teachers are actually meant to facilitate the teachers' work and capacity and will subsequently reflect in better students' performance.

Considering the importance attached to instructional supervision of schools, only experienced teachers who are trained and qualified and found to be of proven integrity are promoted and appointed to the position of school principals (Samoei, 2014:1). The roles played by school principals make it possible for students to achieve better academic results. Principals play the role of a supervisor from time to time by way of checking teachers' classroom activities and evaluating teachers' overall performance based on students' performance (Okumbe, 2003).

### 3.7 Summary

The chapter discussed supervision as practiced in Nigeria, Indonesia, Malaysia, Ethiopia and Kenya. Comparatively, in the course of the discussion it was discovered that the modes, methods and techniques employed by these countries vary significantly

in the implementation process of supervisory practices. Much of the discussion bothered on the supervisory practices used in these afore- mentioned countries with much attention given to the roles of school principals, statutory provisions, challenges encountered and the perceptions of teachers regarding principals' roles in the supervisory process.

However, even though there appear to be significant differences in the mode and implementation process of school supervision in these countries, there are many features that are found to be common to all the countries being considered. For example, of all the countries considered, school supervision is regarded as an essential tool for improving the quality and standards of schools. Similarly, it was discovered that in almost all the countries, the roles played by school principals are considered to be crucial in the nations' quest for better education quality and standards.

Gross inadequacies characterized all the supervisory departments of all the countries considered, hence the need for school principals to step in and augment the efforts of the supervisory departments in revitalizing the supervisory process of schools. These inadequacies were seen to be in the areas of: shortages in terms of qualified and trained personnel, materials, facilities, finances and in the methods of operations as obtained in the countries under consideration.

Viewed from whatever angle, the perceptions of teachers regarding the roles played by school principals and other supervisors is another area of similarity among these countries (Nigeria, Indonesia, Malaysia, Ethiopia and Kenya). It has been seen to be a common feature that teachers perceive supervisors as fault-finders and threats to their professional growth and development. Teachers generally expect that supervisors should change their dispositions from being autocrats to democrats. According to teachers, this is the only way through which meaningful help, assistance and professional guidance can be accessed to enable them perform their job effectively. Fraser (1980) observed that the success of the supervisory process depends on the perceptions of teachers regarding supervision. Fraser further stated that unless and until the teachers perceive supervision as a means of fostering their professional growth and development, the supervisory exercise would not achieve the intended results.

The evolution process and developmental patterns of supervision in all the countries considered is another feature that is observed to be common among the countries. Almost all the countries under consideration inherited school inspectorate services from their colonial administrations. Similarly, school supervision in these countries went through different stages before becoming what it is today. Supervision in these countries at different points was seen to be autocratic in nature and instilled fears in the teachers. Again, at different points, it is observed that efforts were made to introduce democratic methods of school supervision in order to clear the negative perceptions that were associated with autocratic supervision and also to enhance the professional growth of teachers for better and effective productivity. Under democratic supervision, the interest of teachers and students are considered to be a priority.



## CHAPTER 4

### Research design and methodology

#### 4.1 Introduction

In chapter three, an international comparative analysis of supervisory practices as carried out in Nigeria, Indonesia, Malaysia Ethiopia and Kenya was made. Attention was given to the methods of operations, roles of school principals in supervision, perceptions of teachers regarding school supervision and the challenges of school supervision in the countries under consideration. However, chapter four will focus on research design, study target population and sample, research instrument and data collection strategies, data analysis methods and its interpretation.

The study aimed at examining role-players' perceptions regarding principals' roles in school-based instructional supervision in their schools. To achieve this aim, the following objectives are formulated as contained in chapter 1.6 (p11):

- To determine the perceptions of role-players regarding the purpose and practice of school-based instructional supervision within the school setting.
- To establish the perceptions of role-players regarding the actual and needed skills and attributes of school-based supervisors.
- To identify the perceptions of role-players regarding the advantages, problems and extent of satisfaction associated with school-based instructional supervision.

#### 4.2 The specific problem

Chapter one (1.5) pointed to the need to examine the perceptions of role-players regarding principals' roles in instructional supervision. In a bid to examine the perceptions of role-players regarding principals' roles in school supervision, the following questions were raised to guide the study:

- What are the perceptions of role-players regarding the purpose and practice of school-based instructional supervision?

- What are the perceptions of role-players regarding the actual and needed skills and attributes of school-based instructional supervisors?
- What are the perceptions of role-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision?

### 4.3 Research approach

The study used a phenomenological qualitative research method.

#### 4.3.1 Rationale for using a phenomenological qualitative research method

For a better understanding of the research questions raised, the research needed to be carried out in a real-life situation, where there will be a direct interface with the relevant role-players. In addition, the role-players' views regarding their perceptions of principals' roles in instructional supervision requires a definite description and interpretation in their own words and as such, needed to be interpreted by the researcher. Therefore, the research problem that prompted the study required a qualitative method in which relevant data was gathered through interviews with selected relevant role-players.

### 4.4 Research design and methodology

The study used a phenomenological qualitative research design to determine role-players' perceptions regarding principals' roles in school-based supervision of instructions. Creswell (2013) argued that a phenomenological study is conducted when an individual, group, institutions or communities are studied and when a researcher is interested in in-depth information from an individual, group, situation or set of materials. Creswell went further to view qualitative research as being based on verbal narratives and observations rather than numbers and usually takes place under natural settings.

The qualitative research method is deliberately chosen by the researcher because it makes use of systematic procedures in discovering unquantifiable relationships that exist between variables. The emphasis of qualitative research design on understanding and meaning makes it a better choice for the study. Maxwell (2013:2) observed that a good design is one in which the components harmoniously work together, promotes

efficient and successful functioning. According to Maxwell, a flawed design leads to poor operation or failure.

Liamputtong (2013) argued that in order to understand and respond to the many social and physical aspects human lives, research methods must be able to explore the realities of human behaviors beyond the scope of numbers and statistics. Qualitative research methods collect evidence from different individuals, groups or organizations. Liamputtong noted that qualitative research is suitable for understanding the meanings, interpretations and experiences of individuals and groups. Because of the in-depth nature of qualitative research, it is possible for participants to put forward their opinions in their own words. This facilitates a better understanding of the situation on ground.

According to Fraenkel and Wallen (1993), qualitative research is a naturalistic mode of inquiry which involves a complete approach to understanding a phenomenon under study. Fraenkel and Wallen further pointed to the fact that qualitative research design is flexible and it makes it possible for a researcher to be responsive and pursue new paths of discovery as they emerge since each case is assumed to be unique. Qualitative research is concerned with detailed descriptions, in-depth inquiry and uses verbal descriptions, field notes, observations, interviews document analysis, direct quotations and narratives to capture peoples' personal perceptions, feelings and perspectives (Awotunde & Ugodulunwa, 2004:14).

The systematic nature in the conduct of qualitative research makes it a worthwhile exercise. Awotunde and Ugodulunwa observed that the procedure starts when a researcher identifies a study problem and ends when the final conclusions are made. According to Awotunde and Ugodulunwa, the steps involved are:

- Identifying a problem to be studied.
- Identifying study participants which usually involves purposive sampling because the researcher need to make sure that such samples have the features that are relevant to the study.

- Generation of hypothesis, which emerges as the study progresses, which might be immediately discovered, reconsidered, dropped or modified as the study progresses.
- Data collection, which is an on-going exercise. The researcher continually observe people, events, situations and often supplements relevant observations with in-depth interviews and documents examination relevant to the problem of study.
- Data analysis, which involves synthesizing information obtained by the researcher from various sources such as observations, interviews and documents into a coherent description of what has been observed.
- Drawing of conclusion. This is a continuous exercise in the course of the study unlike in quantitative studies where conclusions are made at the very end of a study. In qualitative studies, conclusions are integrated with other steps in the research process.

This study could be seen as a contemporary study because it examines a problem within its real-life situation where the parameters are readily evident, hence it illuminated school role-players' perceptions regarding principals' roles in school-based supervision (Yin, 1994). The study would be of importance to most Nigerians and non-Nigerians who are concerned about Nigerian education especially at the secondary school level. Parkinson and Drislane (2011) defined qualitative research as a process of using methods such as participant observation or case studies which results in narrative, descriptive accounts of a setting or practice. The study is interested in the perceptions of role-players regarding the roles played by school principals in instructional supervision. Consequently, a qualitative method is considered most appropriate for data collection. Nkwi, Nyamongo and Ryan (2001) observed that qualitative is any research that does not use data which indicate ordinal values.

Merriam (2009:13) pointed to the fact that qualitative research is primarily concerned with the understanding of meanings as constructed by people, how people make sense of their world and the experiences they have in the world. When feelings, perceptions and values are subjects of discussion, researchers require intrinsic understanding and



this can better be achieved through face to face interactions (Pather, 2015:115). Pather further described qualitative research as an interpretive naturalistic method of investigation which is carried out in its natural setting, in an attempt to making sense of, or interpreting phenomena in terms of the meanings people attach to them. These attributes of qualitative research are relevant to this study as the study attempts to examine the perceptions of role-players regarding principals' roles in school-based supervision of instructions as a means of enhancing the quality of education.

Qualitative research can be viewed as a situated activity which locates the observer within his environment and has particular interpretive, material practices which portrays the environment much clearer. The practices involved changes in the environment and transform its series of representations such as interviews, conversations, photographs, recordings and field notes. As a result, qualitative research has to employ an interpretive and naturalistic position in order to effectively study a given phenomenon. By implication, qualitative research examines events within their natural state, trying to bring out the sense of, or to interpret the phenomenon in terms of the meanings people construct out of them (Denzin & Lincoln, 2011:3).

Hancock, Ockleford and Windridge (2009:6) argued that qualitative research focuses on how individuals or group of people can have diverse view-points at reality by studying human behaviors in natural settings or using peoples' accounts as data. Hancock, Ockleford and Windridge further contended that qualitative research focuses on reports emerging from experiences or on data that may not be effectively expressed in numbers and that qualitative research makes use of a flexible, emergent but systematic research process in exploring a phenomenon.

Qualitative research is primarily concerned with the description and interpretation of events as they occur which could result in the development of new concepts or theory, in the evaluation of an organizational process. Qualitative research takes into account the complex nature of events and as a result, incorporates the real-life context which is capable of taking diverse perspectives along, usually without manipulating variables (Hancock, Ockleford & Windridge, 2009:6).

Qualitative research has many advantages in the quest for exploring new knowledge frontiers. According to Alvesson (1996), qualitative research is highly beneficial and that such benefits include the following among others:

- There is flexibility in following unexpected ideas in the course of the study and effective exploration of processes.
- There is the existence of high sensitivity to contextual factors.
- There is the ability to explore symbolic dimensions and social meanings.
- There are better chances of: developing new empirically supported ideas and theories; an in-depth and longitudinal analysis of a phenomenon; and attaining greater relevance and interest practitioners.

A lot of reasons exist to justify the use of qualitative research approach while carrying out studies. Ospina (2004) pointed out the following as the reasons why qualitative research approach is used while conducting studies:

- Qualitative research explores a problem which has not been studied before and which may not be effectively studied by means of quantitative measures.
- Qualitative research adds value and details which illustrates or documents existing knowledge of a problem which was carried out through a quantitative approach.
- Qualitative research helps in getting a clearer insight of a phenomenon by using it simultaneously (triangulation) or concurrently (using quantitative and qualitative approaches at the same time).
- Qualitative research is used to facilitate a novel perspective of a problem studied using quantitative approach but not better understood resulting from the narrow perspective employed.
- Qualitative research explores social phenomena from the perspective of the actors involved rather than exploring it by means of statistical analysis.
- Qualitative research clarifies complex phenomena which are difficult to or impossible to study through a quantitative approach.
- Quantitative research is capable of understanding any complex phenomenon which has previously been dismissed by mainstream research as being difficult

to explore, or has been regarded as irrelevant, or has been studied as if only one point of view about it is available.

## 4.5 Methods of data collection

### 4.5.1 Population, sample and sampling technique

The purpose of this section is to showcase the various components used to gather the qualitative data for the study. These components comprise of the target population, sample used and the sampling technique employed. The researcher therefore need to consider carefully the type of data to collect, the method of data collection to be used and the analysis of such data (Awotunde & Ugodulunwa, 2004:103). These components are further explained as follows:

#### 4.5.1.1 Population

Awotunde and Ugodulunwa (2004:81) defined population in research to mean “the whole group of things or bodies which a researcher is interested in studying and about which he intends to obtain information and draw information”. Consequently, research population could be considered to as the sum total of all cases that conform to some designated set of specifications. For this study, the population consist of all principals, vice principals, deans of studies and teachers of public secondary schools in Bokkos Local Government Area (LGA) of Plateau State, Nigeria.

#### 4.5.1.2 Sample

A sample, according to Awotunde and Ugodulunwa (2004:82) is a portion of a research population that is selected and chosen to be studied instead of studying the entire population and serves as a representative of that population. A number of factors could necessitate the selection of a portion of a population to be studied. Such factors could among others include limitations in terms of time and funds available for a research study. However, the selection process must be carefully carried out in such a manner that the small portion (sample) selected should be a true representative of the entire population (Awotunde & Ugodulunwa, 2004:82). The sample used for this study include: four principals, four vice principals, four deans of studies and four teachers from four purposively selected public secondary schools in Bokkos Local Government Area of

Plateau State, Nigeria. A total of sixteen (16) interviews were conducted on the selected sample which generated the data needed for the study. Interviews generate a rich data out of a small population (Parkinson & Drislane, 2011).

#### *4.5.1.3 Sampling technique*

Sampling is the process in which a portion of a study population (sample) is carefully selected and taken to be a representative of the entire population (Awotunde & Ugodulunwa, 2004:81). During studies, researchers embrace various sampling techniques for their studies and are free to determine the sample size for their research. Awotunde and Ugodulunwa (2004:85-101) put forward the following sampling techniques that researchers can use during studies:

- Simple random sampling, where the researcher ensures that every element in the population has an equal chance of being included in the sample and that every possible combination of number of elements in the population has an equal chance of constituting the sample.
- Systematic sampling, where samples are taken from every sampling unit of a population starting with a randomly selected case among the first of the sampling unit created.
- Stratified sampling, where a sample is obtained by dividing the population of sampling units into non-overlapping groups or categories (strata) and then selecting a simple random sample from each of the groups or categories.
- Cluster sampling, where a researcher obtains a sample from a population by taking a simple random sample of clusters, with an observation obtained from each level of the sampled clusters. It is aimed at selecting clusters that are not only heterogeneous as possible, but are also small enough to reduce the cost of obtaining necessary information or data.
- Purposive sampling (also known as judgmental sampling), where a researcher attempts to select a sample that appears to him as being a representative of the population defined by his research problem.
- Convenience sampling, where a researcher selects a sample consisting of only those sampling units which are conveniently available.

- Quota sampling, where a researcher selects a sample on the basis of the different qualities inherent in a population which the sample is expected to consider in the sampling process and such a selection cannot be done any deliberate fashion.

For this study, the purposive sampling technique was used. The researcher used purposive sampling method to select four public secondary schools out of the entire public secondary schools in Bokkos Local Government Area and from these selected schools: four principals, four vice principals, four deans of studies and four teachers were purposively selected and interviewed seeking their perceptions regarding the roles of principals in school-based supervision of instructions in schools.

Emmel (2013) as cited in Wiehahn (2016:174) was of the opinion that the sampling process should entail the collection and explanation of “phenomena, context and theory” that concerns the research problem under study. Emmel as cited in Wiehahn (2016:174) further observed that grouping sampled data into logical data which is understood by stakeholders in the research helps in the analysis of experiences and gives better comprehension of the problem being studied. Sampling obtained through qualitative methods does not allow the study results to be generalized among competing schools and should therefore be limited to the selected study population (Wiehahn, 2016:174). This study covers the contributions of all participants which include: principals, vice principals, deans of studies and teachers.

Marshall (1996) asserted that purposive sampling technique is used by researchers to select the most productive sample that would be used for answering research questions. Marshall further argued that it can involve developing a framework of such variables that could influence participants’ contributions to the research process. It is very advantageous to use purposive sampling to explore or investigate a wide range of subjects that have specific experiences or subjects that has special expertise (Marshall, 1996).

#### 4.5.2 Instrument for data collection

Qualitative data for the study was generated by the researcher by conducting one-on-one semi-structured interviews with school principals, vice principals, deans of studies and teachers from each of the selected schools in Plateau State. The researcher used an interview schedule to guide the semi-structured interview sessions (Merriam, 2008:72). Four public secondary schools were purposively selected from the public secondary schools in Bokkos Local Government Area of Plateau State, Nigeria.

Open-ended questions were used by the researcher during the interview so as to capture the participants' diverse views in terms of their perceptions regarding principals' roles in school-based supervision of instructions. Four principals, four vice principals, four deans of studies and four teachers were interviewed. This made a total of sixteen (16) interviews. The entire interview sessions were recorded using a voice recorder, so as to ensure that no part of the interview is missing. Detail of the interview is found in appendix D.

The website, ([www.nature.com/bdj](http://www.nature.com/bdj); Retrieved 16 March, 2017) asserted that the reason for conducting qualitative research interview is to discover the perspectives of people regarding issues in life. Consequently, interviews lead to a better understanding and comprehension of a phenomenon than quantitative methods such as questionnaires.

Hancock, Ockleford and Windridge (2009:16) asserted that qualitative researchers most times make use of semi-structured interviews that contain open-ended questions that cover the phenomenon under study. According to Hancock, Ockleford and Windridge, the open-ended nature of the questions covers the problem being studied and provides an opportunity for the researcher and the participants to have a detailed exploration of the topic being investigated. During semi-structured interviews, the researcher has the freedom to further probe the participants in order to elaborate further on an on-going response or "to follow a line of inquiry introduced by the interviewee (Hancock, Ockleford & Windridge, 2009:6).

Before embarking on the interview, the researcher prepared an interview schedule that guided the entire process for smooth conduct of the exercise. Preparations for semi-

structured interviews usually involve putting in place an interview guide which comprise of items the researcher intends to cover during the interview (Hancock, Ockleford & Windridge, 2009:16). However, it is important to note that such a guide is not a strict schedule of questions which should restrict the interview that is expected to be carried out sensitively and flexible enough to give room for further prompts of points of interest to either the researcher or the participants (Hancock, Ockleford & Windridge, 2009:16).

During semi-structured interviews, interview guides are used. However, additional or probing questions can be asked depending on the direction the responses take. Corbetta (2003:270) pointed to the fact that: The order in which the topics are dealt with and the wording of the questions are left to the interviewers' discretion. Within each topic, the interviewer is free to conduct the conversation as he thinks fit, to ask questions he deems appropriate in the words he considers best, to give explanation and ask for clarification if the answer is not clear, to prompt the respondent to elucidate further if necessary, and to establish his own style of conversation.

#### 4.5.3 The interview as a research instrument

The website ([www.culi.chula.ac.th/research/e-journals/bod/annabel.pdf](http://www.culi.chula.ac.th/research/e-journals/bod/annabel.pdf): Accessed on 17 March, 2018) focused on different types of interviews available for researchers to consider during the data collection phase in a research study. According to the website, relevant data could be generated from various sources which include: written documents; records; work places; the internet; surveys and interviews. The website further listed four different types of interviews that are readily available for researchers to use during a research interview process as: structured interviews; semi-structured interviews; unstructured interviews and non-directive interviews.

An interview is a method of generating data and receiving knowledge from people, group of people, institutions or communities. According to Kvale (1996:14), an interview provide a platform through which people exchange ideas on issues of common interest with a view to accessing study data. Interviews are avenues through which research participants engage themselves meaningfully in conversations on typical issues for the purpose of generating relevant data for research purposes. During interview sessions, interviewees are allowed to voice out their perceptions and interpretations relating to a



particular situation. In the opinions of Cohen, Mansion and Morrison (2000:267), interviews should be viewed as a life event and not just as an avenue for data generation.

Researchers have the responsibility of asking relevant questions that will bring out good responses from research participants during interview sessions. Questions do not only have the goal of encouraging respondents to provide complete and relevant responses, but also helps in eliminating biases stemming from social desirability, conformity or other constructs of disinterest (Hoyle, Harrison & Jude, 2002:144).

The qualitative research questionnaire was divided into three major sections (A, B and C) for a better coverage of the research questions raised in chapter one of the study. There were two sets of questions for the interviewees. The first set of questions was meant for school principals, vice principals and deans of studies. While the second set of questions were meant for class teachers. Both sets of questions were divided into sections A, B and C as stated above. The objective of section A was to establish the perceptions of role-players regarding the purpose and practice of school-based supervision of instructions within their schools. Under section A, four questions were raised and asked in order to obtain the views of the interviewees. Section B dwelled on examining the perceptions of role-players regarding the actual and needed skills and attributes of school-based supervisors. To achieve this, four questions were raised and asked the interviewees. The third section (C) focused on identifying the perceptions of role-players regarding the advantages, problems and extent of satisfaction associated with school-based supervision of instructions. Under section C, four questions were asked by the researcher to which the interviewees were expected to provide their views and opinions regarding the subject matter.

Different reasons are responsible for the choice of an interview as a means of data collection and an instrument for research. According to Gray (2004:214), these reasons could among others include:

- The desire to acquire highly personalized data.
- Interviews provide opportunities for probing during sessions.

- Valid return rates are important.
- In instances where interviewees have difficulties with written languages and seem not to have a firm grip of the native language of the country of study.

Interviews offer a better chance of obtaining rich and relevant data for case study researches (Yin, 2008:89). According to Yin, the results and analysis concluded on the basis of data generated from such interviews should be insightful and free from any form of bias. In the opinion of Yin (2008:86), the entire content of an interview guide should totally reflect the phenomenon being investigated.

The website (<http://www.who.int>: Accessed on 19 March, 2018) pointed out the following as the steps involved in drawing up a comprehensive interview guide:

- Find out relevant topics and questions covering the study.
- Establish the level of depth required.
- Make a sketch schedule of intended questions.
- Put the questions according to a particular order.
- Write down possible probes and prompts.
- Subject the questions to a pilot test.

Similarly, before conducting an interview, it is the researcher's responsibility to ensure that the respondents are familiarized with the basic components of the interview ([www.culi.chula.ac.th/research/e-journal/bod/annabel.pdf](http://www.culi.chula.ac.th/research/e-journal/bod/annabel.pdf): Accessed on 17th March, 2018). Gillham (2000:38) put forward the following as the basic information respondents need to have before a researcher conduct an interview:

- Participants need to have a vivid picture of why they are being interviewed.
- Participants need to be clarified about the purpose of the interview and the research study of which he is a part.
- Participants need to be told the intended duration of the interview.
- The researcher needed to make it known to the respondents that he would like to record the interview and proffer reasons to justify his position.
- Participants should be told when and where the interview will take place.

## 4.6 Trustworthiness

For a better understanding and appreciation of the term “trustworthiness”, there is a need to get it defined. Kavanagh (2002) as cited in Wiehahn (2016:179) defined the term to mean “a firm belief in honesty, truth and reliability”. This study will ensure trustworthiness during all stages from data collection to processing. This will be done through the researcher working on collaboration with the supervisor in designing the research questionnaire in order to minimize issues arising from its validity and reliability.

Lincoln and Guba (1985) as cited in the website (<https://www.airweb.org>: Accessed on 19 March, 2018) described trustworthiness as the quintessential framework for evaluating qualitative research which receives little attention from most researchers. Polit and Beck (2011) identified four factors that can compromise the trustworthiness of a qualitative research study which include: credibility (truth); dependability (consistency); transferability (applicability) and confirmability (neutrality). These can further be explained as follows:

### 4.6.1 Credibility (truth)

Credibility in qualitative research could mean the extent to which the study represents the real meanings of the study participants, or the “truth value” in the study (Lincoln & Guba, 1985). Credibility emanates from study purposes and credible research decisions are those which are consistent with research purpose. According to Moon, Ranganathan, Eruslanov, Kim and Newick (2016), credibility can be achieved through such strategies as:

- Data and method triangulation, where multiple sources of data and or methods are used;
- Peer debriefing, where discussion of issues relating to the research process with peers is carried out. This gives the peers the opportunity to contribute to the process and

- Member checking, which has to do with returning research findings to participants to establish whether or not such findings actually reflect their experiences.

To achieve this, the study triangulated the data obtained by interviewing school principals, vice principals, deans of studies and class teachers in order to ensure the credibility of the qualitative data from participants. For this very reason, Guba (1981) was concerned about how to maintain confidence regarding the credibility of responses during interviews. Credibility is concerned about the extent to which the research findings appear truthful, believable and a holistic representation of the research problem under consideration.

#### 4.6.2 Dependability (consistency)

Guba (1981) stressed the need for consistence of results when similar interview sessions are repeated. Dependability is concerned with the level of consistency of the research findings and the extent to which research procedures are open to other researchers to follow, audit or critique. Moon, Ranganathan, Eruslanov, Kim and Newiick (2016) suggested detailed coverage and documentation of research methodology as a way that will enable other readers to evaluate the degree to which appropriate procedures have been observed. The researcher needs to have a reflective appraisal of the work, evaluating the effectiveness of entire process of inquiry undertaken. Dependability is primarily concerned with whether research findings are consistent over time. For this study, the researcher will ensure that detailed coverage and documentation of the research methodology is made so as to enable other readers to evaluate the degree to which appropriate procedures have been observed.

#### 4.6.3 Transferability (applicability)

Guba (1981) pointed out that good interview results should be applicable to other aspects of life. Transferability according to Moon, et al (2016) is a sort of external validity in qualitative research that is concerned with the extent to which the outcome of a study is applicable or useful to theory, practice and future studies. Transferability is focused on the extent to which study outcomes are relevant to other contexts. Trochim

(2006) argued that the essence of transferability in qualitative research is to produce study outcomes that other researchers can interpret for similar contexts, even as far as applying such methods for their own purposes.

To facilitate transferability, Lincoln and Guba (1985:306) suggest detailed description of a problem under investigation so that it becomes easier for others to evaluate the degree to which the outcomes are applicable to other situations, contexts, persons or institutions. The researcher will ensure the transferability of this study by giving a detailed account of the study's findings that will allow other readers to apply such to other settings, people or institutions.

#### 4.6.4 Confirmability (neutrality)

Guba (1981:80) asserted that interviews should be a true representative of the respondents' views and must be free of the interviewer's opinions. For confirmability to be realized, Moon, et al (2016) pointed out that researchers have to ensure that results are clearly linked to study conclusions in such a manner that can be followed and as a process, replicated. Confirmability is primarily concerned with finding out whether results are accurate and whether results can be corroborated through other ways. Malterud (2001) cautioned that researchers should work towards minimizing their personal biases, motivations or interests while reporting study outcomes in qualitative research. For this study, the researcher will as much as possible suppress his personal biases, interests or motivations during the process of reporting the research findings in order to ensure the confirmability of this study.

#### 4.7 Administration of research questionnaire

The research questionnaire for the interview was administered as follows: the four principals, four vice principals, four deans of studies and four class teachers selected for the study were contacted through telephone calls to inform them about the study and to seek their permission to be part of the study. Appointments were agreed upon and the interviews eventually took place subsequently in a secured and conducive environment. The entire interview sessions were recorded by means of a voice recorder and the recorded interview was transcribed into text for further processing by the researcher.

## 4.8 Ethical considerations

### 4.8.1 Informed and voluntary consent

For a successful qualitative research to take place, the consent of participants must be accorded prominent attention. Gal and Borg (2007) consider informed consent as one of the landmarks of ethical research practices necessary for a successful study. Kanuka and Anderson (2007) stressed that informed and voluntary consent of research participants must be sought if deception is to be avoided in qualitative research. Informed and voluntary consent ensures respect to the participants in such a manner that participants are not forced into taking part in an activity which they do not have relevant information on prior to the consent. Informed and voluntary consent of participants in research usually has to do with such issues as advance information on a study relating to its purpose, procedures, time risks, benefits and a declaration that such a participation is voluntary and that the participants reserve the right to withdraw their participation in the study at any point if deemed necessary (Halai, 2006:5).

### 4.8.2 Confidentiality, anonymity and privacy

Confidentiality and anonymity ethics in research demand that respect and protection be given to study participants by way of assuring them of the confidentiality of information obtained and anonymity is attained by hiding the identity of the persons and institutions involved in such a study (Halai, 2006:6). For obvious reasons, research participants would not like information shared during studies to be given out for public consumption without their permission. Similarly, research participants would not like their identities to be disclosed to the general public for reasons best known to them. Kanuka and Anderson (2007:30) confidentiality in research as a form of agreement regarding how information obtained in a study will be kept secured and private by way of controlled access. On the other hand, Kanuka and Anderson (2007:30) described privacy in research as the participants' right to control the access of others to information about them. Anonymity is the avoidance of all characteristics such as names, addresses, affiliated institutions or geographical locations that are capable of identifying and exposing participants to public knowledge (Kanuka & Anderson, 2007:30).

#### 4.8.3 Relationship between researcher and participants

This has to do with the potentially exploitative relationship which may likely ensue between the researcher and the research participants. The type of research information generated through interviews makes it possible for relationships to develop between the researcher and the research participants and such personal relationships raises significant ethical issues (Hofman, 2004). Casey (2006) argued that such relationships eventually get blurred as the study advances and role confusion could lead to ethical issues in the course of the study. Consequent upon this, researchers should be cautious of the ethical implications of such relationships that emerge from a research process. For this study, the researcher will ensure that personal relationships with participants are not allowed to interfere with the outcome of the study. Relationships with study participants will be maintained only at a professional level.

Ethical consideration in qualitative research is indispensable if a study is to be designated as being credible. For a study to be successful, the researcher need to ensure that that issues relating to ethical concerns are given the attention they deserve. Patton (2000:235) summarized the ethical concerns in qualitative research as follows:

- Explain purpose. This has to do with the need for the researcher to bring to the knowledge of respondents the purpose of the study.
- Promises and reciprocity. The researcher needs to tell research participants what they stand to gain as a result of participating in the study.
- Risk assessment. The researcher needs to sensitize research participants about inherent dangers they could be exposed to as a result of their participation in the study.
- Confidentiality. The researcher has a duty to assure study participants that information obtained from the study and their identity will not be given out for public consumption except with their permission and that such information such information would only be used for the purpose of the research.
- Informed consent. Researchers have the obligation of seeking the voluntary consent of research participants prior to the interview.



- Data access and ownership. Researchers and respondents have the right to determine who should have access to data and for what purpose.
- Advice. Researchers should appoint a research adviser on ethical issues for the purpose of the study.
- Data collection boundaries. The researcher has an obligation to explain the extent to which he could push in order to obtain desired data and what he would not do during the data gathering process. This also has to do with the extent to which the researcher intends to push the respondents to respond to questions to which the respondents show some discomfort.



## CHAPTER 5

### ANALYSIS OF QUALITATIVE DATA

#### 5.1 Introduction

By means of reviewing existing literature in chapters two and three, and carrying out interview sessions on principals, vice-principals, Deans of studies and teachers of selected schools in Bokkos Local Government Area, the researcher generated field notes and comments. Being the researcher, I generated a preliminary set of codes that will help in the process of data analysis. These codes were used to guide the process of reducing the original data and to substantiate the initial emerging data. This is in agreement with Marshal and Rosman (1999:151) who argued that “data analysis starts by coding each incident into as many categories as possible and as the analysis continues the data is then placed into the different categories”. According to Berg (2001) in Wiehahn (2016:226) “the development of inductive categories allows researchers to link or ground these categories to the data from which they derive”. Kavanagh (2002:588) viewed “inductive” as “logic” that is “characterized by the inference of general laws from particular instances”. By this thinking in mind, it is considered that inductive reasoning makes it possible for researchers to generate new categories and later link such generated categories to the available data.

#### 5.2 Research context

Bokkos, one of the Local Governnt Areas in Plateau state in Nigeria is the area where the study was carried out. Bokkos has a total of eight districts namely: Bokkos district, Manguna district, Daffo district, Toff district, Richa district, Kamwai district, Mushere

District and Sha District. Bokkos local government area has an area of about 1,682km<sup>2</sup> and a population of about 278,454 as at the 20006 census. The postal code of the area is 932 and the languages spoken in the area include: Ron, Mushere and Kulere.

The focus of this study is on the perceptions of role players regarding principal's roles in school-based instructional supervision in schools within Bokkos L.G.A of Plateau State, Nigeria. To achieve this objective, a sample of four principal, four vice- principal, four deans of studies and four teachers each from four purposively selected public schools from the area was used. A total of sixteen (16) interviews were conducted on the selected sample which generated the data required for the study. Interviews generate a rich data out of a small population (Parkinson and Drislane, 2011).

The data regarding the biography of the research participants is presented below in table 1 as such could be used for comparative analysis. The information is provided based on sex, age, qualification, years of teaching experience and experience as a principal and teachers as seen below:

Table 1: Biographical Data of Respondents

Category	Number of participants
<b>Sex</b>	
Male	7
Female	9
<b>Age</b>	
20-25	
26-30	1
31-35	2

36-40	2
41-45	1
46-50	3
51-55	3
56-60	3
61-65	1
<b>Qualification</b>	
N.C.E	2
B.ED	9
M.ED	4
PhD	1
<b>Years of teaching experience</b>	
1-5	
6-10	1
11-15	1
16-20	2
21-25	4
26-30	5
31-35	3
36 and above	
<b>Years of experience as a principal</b>	
1	
2	

3	1
4	
5	1
6	
7	1
8	
9	
10 and above	5
<b>Years of experience as a teacher</b>	
1	
2	
3	
4	
5	
6	
7	1
8	
9	1
10 and above	2

#### 5.2.1. The questionnaire

The research questionnaire was sub-divided into two components. The first component comprised of questions meant for school principals, vice-principals and deans of

studies. While the other component comprised of questions meant for school class-teachers. The aim of this division was to ensure that every participant is asked the appropriate relevant questions that are capable of producing the required responses for this study. For details regarding the interview questionnaire, refer to appendix C.

In the first component of questions meant for principals, vice principals and deans of studies, participants were asked the following broad questions: Section A sought to establish the perceptions of principals, vice-principals and dean of studies regarding the purpose and practice of school-based instructional supervision. The section comprised of four sub-questions as follows (1) How do you define school-based instructional supervision? (in your own opinion) (2) What is your goal as an instructional leader? (3) How do you work towards achieving your goal of instructional supervision? (4) What is your relationship with your staff like when it comes to carrying out your official responsibilities? Section B on the other side sought to address the perceptions of role-players regarding the actual and needed skills and attributes of school-based instructional supervisors. The following sub-questions emerged: (1) As an instructional leader, what qualification do you possess that helps you in discharging your responsibilities? (2) How often do you receive on the job-training sessions to enhance your capacity to carry out instructional supervision in your school? (3) What sorts of training session's do you think are necessary for you but are not provided that will assist you to effectively perform your roles? Finally, section C asked questions seeking perceptions of role-players regarding the advantages, problems and degree of satisfaction associated school-based instructional supervision. The following sub-questions emerged: (1) In your own opinion, what do you see as being the benefits of

school-based supervision of instructions? (2) As you perform your roles as instructional leaders, what problems, obstacles, or challenges do you encounter in school-based supervision of instructions? (3) How fulfilled and satisfied are you with the extent to which school-based instructional supervision is carried out in order to improve on the current level of school-based instructional supervision that could enhance efficiency in schools?

In the second component of questions meant for school class-teachers, the following questions were asked participants:

Section A sought to establish the perceptions of class teachers regarding the purpose and practice of school-based supervision of instructions. Four sub-questions emerged as follows:

(1) How do you define instructional supervision? (2) How do you perceive instructional supervision as carried out by your principals, vice principals and Deans of studies? (3) How can you describe your relationship with your school-based instructional supervisors when it comes to performing your official role of teaching? (4) How often do the school-based instructional supervisors oversee your activities, especially instructional delivery?

Similarly, section B asked questions aimed at addressing the perceptions of class teachers regarding the actual and needed skills and attributes of school based instructional supervisions. To achieve this, the following four sub-questions emerged:

(1) As a class teacher, how competent do you consider your school-based supervisors? (2) How effective are your school-based instructional supervisors in addressing your instructional delivery needs? (3) Do you see the need for an on-the job training for the school-based instructional supervisors? (4) In what specific areas do you think school-



based instructional supervisors require further trainings? Finally, section C sought to find out the perceptions of class teachers regarding the advantages, problems and level of satisfaction associated with school-based instructional supervision. To ensure effective coverage of this question, four sub-questions emerged as follows: (1) In your own opinion, how helpful has school-based instructional supervision been to you in terms of instructional delivery? (2) What are the problems or challenges you have encountered with school-based instructional supervision as you carry your role as a class teacher? (3) As a class teacher, how satisfied are you with the conduct of school-based instructional supervision? (4) What suggestions can you offer that you feel can help in improving the current performance level of school-based instructional supervision in your school? For details relating to the individual interview questionnaire, refer to appendix C.

### 5.3 Analysis of research findings

The research findings were substantiated by means of literature and interpretation of the theory earlier pointed out in chapters two and three. The themes and sub-themes that emerged from available data gathered through interviews are hereby presented in table 2 as follows:

**Table 2: Themes identified from the qualitative study**

Themes	Sub-themes
Perceptions of role-players regarding the purpose and practice of school-based instructional supervision.	1.1 Personal definitions and views of instructional supervision.
	1.2 Goals of an instructional leader.
	1.3 Activities towards achievements of

	<p>instructional supervision goals.</p> <p>1.4 Supervisor-supervisee relationship during the conduct of official responsibilities</p>
2. Perceptions of role-players regarding the actual and needed skills and attributes of school-based instructional supervisors .	<p>2.1 Qualifications possessed by instructional leaders that help them in discharging their responsibilities</p> <p>2.2 Availability of on-the-job-training sessions that enhance the capacity of role-players.</p> <p>2.3 Types of training sessions that are deemed necessary for role-players but are not available</p>
3. Perceptions of role-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision.	<p>3.1 Perceived benefits of school-based supervision of instructions.</p> <p>3.2 Problems, obstacles or challenges encountered in the conduct of school-based instructional supervision.</p> <p>3.3 Fulfillment and satisfaction regarding the extent to which school-based instructional supervision is being carried out in schools.</p> <p>3.4 Possible options and suggestions for</p>

	improving on the current level of school-based instructional supervision that could enhance efficiency in schools.
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These themes and sub-themes as identified above will be discussed further by means of data generated from research participants through interviews that were conducted and interpreted, and by reference to available literature.

#### 5.4 Themes and sub-themes of the qualitative study.

##### 5.4.1 Theme 1: Perceptions of roles-players regarding the purpose and practice of school-based instructional supervision.

###### 5.4.1.1 Sub-theme 1.1: *Personal definitions and views of instructional supervisions:*

Viewed from whatever angle, instructional supervision is primarily concerned with the combination of many tasks such as classroom supervision, staff development and curriculum development for the purpose of improving on the internal efficiency of the school (smith & Andrews, 1989). Any activity that is geared towards achieving the set goals of the school is considered as a part of instructional supervision as viewed by research participants as observed below:

“As an instructional leader, i view school-based instructional supervision as a form of clinical supervision that is focused on improving the teaching and learning process in the school ...identifying areas of need in both teachers and learners and making efforts towards solving such lapses as identified.” Participant A, sub-question 1.1.

“School-based supervision of instructions is an in-house supervisory practice that is aimed at ensuring that the right things are carried out at the right time in the school for

the purpose of achieving school goals”. Participant B, sub-question 1.1.

“As a principal, I consider school-based instructional supervision as an indispensable tool that augments external supervisory activities with the aim of improving the school system”. Participant C, sub-question 1.1.

“I see school-based supervision as the sum of all activities put in place in order to improve the quality of teaching and learning in the school”. Participant D, sub-question 1.1.

Participants A,B,C and D above perceived school-based instructional supervision as a remedial activity within the school setting which aims at improving the entire teaching and learning process. This enables the school leaders to work closely with both teachers and students. Through school-based supervision, school leaders get to identify the weaknesses that are inherent in both teachers and students. Once teachers and students weaknesses are identified, leaders are now in a better position to proffer solutions that are capable of helping both teachers and learners to get over their weaknesses. The purpose of instructional supervision is the promotion and development of favorable settings for teaching and learning and eventual improvement of the society (Babalola, 2006:192). The primary responsibility of supervision is to ensure that high standards are maintained and that schools are run in accordance with laid down procedures.

“As an instructional leader, I see school-based instructional supervision as a team work

which requires instructional leaders to work closely with both teachers and learners in order to achieve the goals and objectives of the school”. Participant E, sub-question 1.1.

“As a leader, I view school-based instructional supervision as a collective responsibility vested on all involved in school leadership for the purpose of improving the entire teaching and learning situations in schools ... whether you are the head or in leadership position, the aim is to facilitate the attainment of school objectives”. Participant F, sub-question 1.1.

“I consider school-based supervision as a way of providing assistance to teachers and learners in the school”. Participant G, sub-question 1.1.

“In my position as a school-leader, I look at school based supervision as a means of ensuring that tasks are carried out effectively using best practices”. Participant H, sub-question 1.1.

Participants E, F, G, and H viewed school-based supervision as a collective responsibility of all involved towards ensuring that school goals are achieved. According to the participants, such goals and objectives of the school are better achieved by way of creating a conducive environment for quality teaching and learning in the schools. In their opinions, working closely with both teachers and students will facilitate the attainment of set goals and objectives of the school. These participants' views are in

agreement with Good (1945) in Olaoboye (2004:196) when he stated that supervision involve all the efforts of designated educational officials towards providing leadership to teachers, students and other educational workers for the purpose of improving instructions.

“School-based supervision is the process through which instructional leaders use their wealth of experience in improving the teaching/ learning situations in school”. Participant I, sub-question 1.1.

“I look at school-based supervision as any activity carried out by school leaders with the aim of improving the quality of teaching and learning in the school”. Participant J, sub-question 1.1.

“School- based instructional supervision Is that supervisory activity that is carried out by school staff for the purpose of improving teaching and learning in the school”. Participant K, sub-question 1.1.

“... The role played by school staff toward ensuring that the set goals and objectives of the school are achieved”. Participant L, sub-question 1.1.

The participants above (I, J, K and L) defined and viewed school-based supervision as a shared responsibility that involves school heads and all that are in leadership positions in the school setting. According to the participants, irrespective of who is

actually involved in the conduct of school-based instructional supervision, the aim is to ensure that the set goals of the school are achieved. This view is in agreement Millette (1998) when he pointed out that internal (school-based) supervision which is carried out within the school system is made up of all the teaching and non-teaching staff of the school that interacts with students and their curricular and non-curricular activities. This view was also corroborated by Uveryol (2013:20) when he maintained that internal (school-based) supervisory team includes among others: principals, vice-principals, heads of department's class-teachers and other non-teaching staff within the school.

“As a class teacher, my primary responsibility is instructional delivery ... instructional supervision is a means through which teachers are guided towards achieving the goals of the school”. Participant M, sub-question 1.1.

“I view school-based supervision as a process within which experienced teachers such as principal, vice-principals and heads of departments help teachers overcome their professional difficulties for the purpose of improving school instructions”. Participant N, sub-question 1.1.

“School-based instructional supervision is a way of inspiring and keeping teachers on track by experienced colleagues in the teaching and learning circle”. Participant O, sub-question 1.1.

“School-based supervision is a type of supervision carried out by instructional leaders aimed at improving the teaching and learning condition of the school”. Respondent P, sub-question 1.1.



Participants M, N, O and P above were unanimous regarding their views on school-based supervision. They view it as a form of guided activity between the instructional leader and the teacher. According to the participants, such an activity provides a framework through which teachers are guided towards achieving the goals and objectives of teaching and learning in schools. The participants observed that teachers and students gains a lot from the experiences of senior teachers such as principals, vice-principals, heads of departments and all others responsible for overseeing the entire teaching and learning process in the school. Supervision is the process through which the performance of school staff is monitored, taking into account the merits and demerits of such performance and at the same time providing best techniques for the purpose of improving the standards of schools and achieving educational goals (Tuoyo, 2000: 191). Generally, it has to do with being in charge of a group of workers and being responsible for ensuring that roles are carried out properly.

#### *5.4.1.2 Sub-theme 1.2: Goals of instructional leadership in schools*

The main goal of instructional leadership is to ensure the enhancement of quality of instructions in schools. The instructional leader helps the teacher to teach in such a way that the learner understand better so that the learner acquires the abilities, skills and attitudes stated in the objectives of instructions (Babalola, 2006: 193). Asked to comment on the goals of instructional leadership, the research participants responded as follows:

“As a school leader, my main goal is to ensure that the school achieve its objectives... this can only be achieved through working closely with the teachers and students”.  
Participant A, sub-question 1.2.

“The goal of instructional leadership is the promotion of positive environment that leads to the attainment of the objectives of teaching and learning in school”. Participant B, sub-question 1.2.

“As a principal, my goal in instructional leadership is the provision of a conducive atmosphere for quality teaching and learning in the school ... this is a panacea for achieving instructional objectives”. Participant C, sub-question 1.2.

“Being a school leader, my goal in instructional leadership is to ensure that the right things are done at the right time for the purpose of achieving the goals of instructions in the school”. Participant D, sub-question 1.2.

Participants A, B, C and D above unanimously pointed to the fact that their goals as instructional leaders in the schools are to ensure that the goals and objectives of the schools are achieved. According to the participants, such goals and objectives are better achieved by way of creating conducive atmospheres for quality teaching and learning in the schools. In their views, working closely with both teachers and learners will facilitate the attainment of instructional goals and school goals in general. These views are in line with Good (1945) in Olagboye (2004:196) when he asserted that the goal of instructional leadership involves all efforts of designated educational officials towards providing leadership to teachers, students and other educational workers for the purpose of improving instructions.

“Well, the goal of instructional leadership has to do with all that it takes to achieve the goals and objectives of teaching and learning in the school”. Participant E, sub-question 1.2.

“The goal of instructional leadership is providing all necessary assistance to teachers and learners in other to ensure that the stated objectives are achieved”. Participant F, sub-question 1.2.

“The goal is that of guiding teachers and students towards realizing the goals of instructions in the school”. Participant G, Sub-question 1.2.

“The goal of instructional leadership is that of ensuring that teachers carry out their tasks as professional as possible so that the goals of teaching and learning are achieved”. Participant H, sub-question 1.2.

Participants E, F, G and H above highlighted the fact that instructional leadership is a means of achieving the set goals and objectives of instructions in schools. Viewed from whatever angle, the participants were unanimous about the fact that providing guidance and assistance to both teachers and students by their leaders will facilitate the attainment of set goals of instructions in the schools. This is an agreement with Babalola (2006:193) when he pointed out that the purpose of instructional leadership is to help teachers learn what their problems are and the best possible methods of solving

them, whether they are individual or group problems. The ultimate purpose is to improve the overall efficiency and raise the academic standards of the schools.

“The goal is to ensure that teaching and learning is carried out effectively in the school”.  
Participant I, sub-question 1.2.

“The goal of instructional leadership is to put in place a favorable condition in the school within which the objectives of instructions could be achieved”. Participant J, sub-question 1.2.

“The goal of instructional leadership is to improve the performance of teachers and learners in the school for the purpose of realizing the goals of instructions”. Participant K, sub-question 1.2.

“Well, I think the goal is that of helping teachers and students to improve on the current level of performance in order to achieve the objectives of instructions”. Participant L, sub-question 1.2.

Participants I, J, K and L above in a similar manner unanimously agreed that the goal of instructional leadership is providing the needed support, guide and assistance to both teachers and students for the purpose of achieving the objectives of teaching and learning in schools. This stand is in line with Wiles and Lovell (1980:2) when they viewed instructional leadership as an organizational behavior system which has the

function of interacting with the teaching behavior system for the purpose of improving the learning situation for learners.

“As a class teacher, I think the goal of instructional leadership is to improve the teachers’ productivity which eventually reflects on the students’ performance”. Participant M, sub-question 1.2.

“I view the goal of instructional supervision as a calculated attempt by instructional leaders to develop teachers’ capacity to effectively teach in order to achieve the goals of instructions in schools”. Participant N, sub-question 1.2.

“Teacher improvement and capacity-building for a better teaching and learning in schools is the primary goal of instructional leadership”. Participant O, sub-question 1.2.

“The quest for efficiency in teaching and learning, aimed at realizing the objectives of instructions in schools is the goal of instructional leadership in schools”. Participant P, sub-question 1.2.

The above participants (M, N, O and P) unanimously agreed on the fact that instructional leadership is aimed at developing the capacity of the teacher for better productivity and for the purpose of achieving the set objectives of instructions in schools. These views are in agreement with Udoh and Akpa (2007) when they asserted that instructional leadership is a way of advising, guiding, refreshing, encouraging, stimulating, improving and overseeing certain groups with the hope of seeking their

cooperation in order for supervisors to be successful in their task of supervision as a tool of quality control in the school system and the phase of school administration which focuses primarily on the achievement of the goals of education.

*5.4.1.3 Sub-theme 1.3: Activities aimed at achieving the goals of instructional supervision in schools.*

Asked to comment on the activities carried out in order to achieve the goals of instructional supervision in schools, the participants responded as follows.

“As the head of the school, I ensure that on a regular basis that staff and students conform to standard procedures in teaching and learning situations”. Participant A, sub-question 1.3.

“I regularly oversee the activities of teachers and students in the school to make sure that the right things are done at the right time”. Participant B, sub-question 1.3.

“I think it is my responsibility as an instructional leader to regularly go round the school to ensure that things are done the way they are supposed to be done ... I do that on a regular basis”. Participant C, sub-question 1.3.

“I work with my vice-principals, head of department, teachers and other school staff closely to make sure that everyone carries out his obligations as effective as possible”. Participant D, sub-question 1.3.

The above participants (A, B, C and D) highlighted the importance of regular overseeing and checking the activities of school staff to ensure that tasks are carried out effectively

is key to achieving the goals of instructional supervision in schools. Staff could to work at their best when they are constantly observed and supervised. These views agrees with Goodman (1996:7) when he recognized the evaluative aspect of supervision and noted that supervision is crucial to a successful programme planning, if educators are to know how effective their programme have been.

“As an instructional leader, I make sure that I move round the school on a daily basis to make sure that staff and students carry out what is expected of them correctly”. Participant E, sub-question 1.3.

“I normally insist on checking the instructional process in the school on a daily basis to ensure that the right things are done”. Participant F, sub-system 1.3.

“On a daily basis I go through the works of teachers and students to make sure that what they do is in accordance with laid down procedures”. Participant G, sub-question 1.3

“I work in liaison with my principal, heads of departments, teachers and other school staff closely everyday in order to make sure that the right things are carried out at the appropriate time”. Participant H, sub-question 1.3.

Considering the responses above, the research participants were unanimous about the fact that daily and regular supervision of the activities in the school by instructional leaders is capable of yielding the desired goals of instructional supervision in schools.

According to the participants, it is only when you work closely with staff on a regular basis that one can ensure that the right things are carried out at the right time and also ensure that things are done in accordance with laid down procedures. This position is in line with Emenike (1998:10) when he observed that meaningful and effective teaching and learning may be based in part, on constant and effective supervision and can be likened to Brunners' guided activity which states that teaching and learning at any level is moved towards an objective more rapidly when guided than when left unguided.

"To achieve the goal of instructional supervision, I make sure I check the instructional process of the school on a daily basis to ensure that things are done properly". Participant I, sub-question 1:3.

"I go through teachers daily work plan to make sure that they perform in line with laid down procedures" Participant J, Sub-question 1:3.

"On a daily basis, I oversee the activities of my staff and effect corrections on areas that are not properly carried out". Participant K, Sub-question 1:3.

"I check teachers' lesson plans and their classroom activities to ensure that they do the right things in accordance with laid down procedures". Participant L, Sub-sub-question 1.3.

Based on the responses above regarding the activities put in place to actualize the goals of instructional supervision in schools, participants I, J, K and L highlighted the



need for close and regular supervision of school staff' role for the purpose of achieving set goals and objectives of the schools. The instructional leader helps the teacher to teach in such a way that the learner understands better so that he acquires the abilities, skills and attitudes stated in the objectives of instructions. These views as put forward by participants I, J, K and L are in agreement with Chike Okoli (2004) when he pointed out that the idea of instructional supervision is to have a comprehensive view of the activities and problems of the institution and to assess the extent to which it is fulfilling its basic obligations.

"Well as a class teacher, I try my best to see that I do my work as is expected of me on a daily basis". Participant M, Sub-question 1:3.

"My school-based supervisors come around regularly to oversee how I conduct the business of teaching.... they ask for our work plans ...they correct us where necessary". Participant N, Sub-question 1:3.

"...they normally ask us to produce our schemes of works and lesson plans and sometimes enter the class to observe us as we carry out our teaching job". Participant O, Sub-question 1:3.

"... yes the instructional leaders go through our lesson plans and correct us where we go wrong ... they also supervise the way we teach on a regular basis". Participant P, Sub-question 1:3.

The above participants (M, N, O and P) affirm the fact that school based instructional supervisors carry out their responsibilities on a daily and regular basis for the purpose of achieving the goals of instructions in the schools. According to the participants, the instructional leaders goes through their works plans and oversee them as they carry out their obligations on a regular basis. This position is in line with Ezeanolue (1989:27) when he asserted that effective supervision allows democratic and cooperative involvement of all staff members under the leadership of capable and discerning administrators in which each person must be willing to assume some responsibility in the pursuit of corporate goals and objectives.

*5.4.1.4 Sub-theme 1:4: Supervisor–supervisee relationship during the conduct of official responsibilities.*

On the issue of supervisor–supervisee relationship during the conduct of school-based instructional supervision in the schools, the research participants responded as follows:

“As a head of the school, I try as much as possible to maintain a cordial relationship with my staff in the pursuit of instructional goals”. Participant A, Sub-question 1.4.

“I think better result are obtained where there is cordial relationship . . . I try to maintain a friendly disposition with staff during instructional supervision”. Participant B, sub-question 1.4.

“Being the head, I ensure the promotion of open–door policy and allow for flexibility to allow my staff to have a sense of belonging. But sometimes I go tough when things are not moving the way they should”. Participant C, Sub-question 1.4.

“I try to put in place friendly atmosphere in the school so that we work as family in our

quest to achieve the goals of instructions . . . I think that has been paying off".  
Participant D, Sub-question 1.4.

Participants A, B, C and D above highlighted the importance of a cordial supervisor-supervisee relationship in the pursuit of instructional objectives as such is capable of facilitating the achievement of school objectives. A healthy and friendly disposition makes it possible for school heads to run an all-inclusive administration. When all are involved in school activities willingly, the attainment of set goals and objectives is further facilitated. This position is in line with Glickman et al (2001:11) when they charged those in supervisory roles to imbibe the challenge of improving student learning through applying certain knowledge, interpersonal skills and technical skill to the task of direct assistance, group development, curriculum development and professional development which enables teachers teach in a collective, purposeful manner, uniting school goals and teacher needs.

"I think the performance is optimized when the relationship is cordial . . . I as much as possible relate positively with teachers during school-based supervision". Participant E, Sub-question 1:4

"Even though I don't take it easy with staff who refuse to live up to expectations, I try to ensure that the relationship with my staff is friendly and positive". Participant F, Sub-question 1:4.

"I try to embrace my staff in the discharge of my responsibilities because I know we achieve better when we are united than when we are divided". Participant G, Sub-

question 1:4.

“My relationship with my staff is cordial . . . I believe when the relationship is positive, productivity is also increased”. Participant H, Sub-question 1:4.

The above participants (E, F, G and H) just like their principal counter parts pointed to the fact that healthy and positive relationship between them and their fellow school staff is a panacea for enhanced productivity. According to them, when staff work united as a family, the attainment of school goals is more facilitated than when divided along personal interest lines. Over the years modern and democratic supervision has changed traditional (fault-finding) supervision into a teacher–friendly exercise in which most teachers now perceive it as part of school administration and also as necessary activities which must be carried out to achieve school goals (Cogan, 1973).

“We get on well . . . I try to maintain a friendly disposition and I think we achieve more on that note”. Participant I, Sub-question 1:4.

“The relationship has been cordial and I prefer it that way because staff have a sense of belonging. . . it leads to better productivity”. Participant J, Sub-0question 1:4.

“Yes, the relationship has been positive and friendly . . . I try to ensure that we live and work as a family”. Participant K, Sub-question 1:4.

“Things are better done under a cordial and friendly atmosphere . . . I ensure that the

relationship is positive”. Participant L, sub-question 1:4.

Participants I, J, K and L above pointed to the fact that positive, cordial and friendly relationship between school staff helps in getting task better done. The participants unanimously asserted that they ensure that cordial and friendly relationships exist between them and other school staff while carrying out their roles as instructional leaders. This, according to the participants facilitates the attainment of better results in the teaching and learning circle in the schools. The position as pointed out by these participants is in agreement with Neagley and Evans (1980:4) when they maintained that the establishment and maintenance of satisfactory human relations among all staff members are primary for effective teaching and learning. Such relationship among all personnel must be friendly, open and informal. Mutual trust and respect are also essential.

“The relationship has been good but some of the instructional leaders are undemocratic in their approach”. Participant M, sub-question 1:4

“It has been a cordial relationship existing between us and our supervisors . . . this has helped us a lot in carrying out our responsibilities as teachers”. Participant N, Sub-question 1:4.

“The experience with some of the school-based supervisors has not been a good one as regards relationship in the conduct of official responsibilities”. Participant O, sub-question 1:4.

“We work as a family . . . the relationship has been good, friendly and encouraging . . . this has inspired us to put in our best in the quest to attain the goals of instructions “.

Participant P, sub-question 1.4.

Participants M, N, O and P pointed out that the relationship existing between teachers and their instructional leaders in the conduct of their official roles has been cordial, friendly and encouraging which also helped those (teachers) in carrying out their official obligations. On the other hand, participants M and O posed a different view. According to participants M and O, some of the school-based instructional supervisors have been undemocratic in their approaches and the experience between the teachers and such supervisors has not been so good in terms of official relationships during official conducts of their responsibilities. This position is in agreement with Overhol (2013:24) when he maintained that unhealthy relationship makes teachers to perceive supervisors as fault-finders rather than those who help them in improving the quality of teaching and learning process in schools. Earlier, Cogan (1973) asserted that democratic supervision has taken the place of traditional supervision in which supervision is now a teacher friendly exercise where teachers perceive it as part of school administration that must be carried out.

#### 5.4.2 Theme 2: Perceptions of role-players regarding the actual and needed skills and attributes of school-based Instructional supervisors

##### *5.4.2.1 Sub-theme 2.1: Qualifications possessed by instructional leaders that helps them in discharging their responsibilities*

Asked to respond on the qualifications possessed by instructional leaders that help them in discharging their responsibilities, the research participants responded as follows:

“As a school principal, I have a masters degree in education in addition to my first degree and N.C.E which I previously acquired before now”. Participant A, Sub-question 2:1.

“I possess a B.ED in Education and about 32 years of teaching experience”. Participant B, Sub-question 2:1.

“I am a Ph.D. holder in education and I have taught at this level for the past 34 years”. Participant C, Sub-question 2:1.

“I am a first degree holder in education . . . I have being a teacher for the past 27 years”. Participant D, sub-question 2:1.

Considering the participants above, it is clear that the respondents possess educational qualifications ranging from first degree to Ph.D. degree in various fields in education. In addition to the various degrees possessed, the respondents pointed to the fact that they have taught for longer periods of time ranging between 27 years to 34 years respectively. According to the participants, these qualifications and years of experience has helped them immensely in carrying out their roles. The concept of quality in supervision connotes

acceptable standard of behavior and competencies which those performing supervisory duties are expected to possess in order to be optimally effective in their work and supervisors who possess and apply such qualities acquired through training and experience over time, are taught to be “good” supervisors (Olagboye, 2004:206).

“I am a first degree holder in educational psychology and I have been teaching for the past 20 years”. Participant E, sub-question 2:1.

“I am a graduate of Educational Technology from Ahmadu Bello University, Zaria and I have been a teacher for 17 years”. Participant F, sub-question 2:1.

“I possess a Masters Degree in Sociology of Education and have been a teacher for 23 years now”. Participant G, Sub-question 2.1.

“I am a first degree holder in Educational Administration and Planning from the University of Jos and I have been teaching for the past 27 years”. Participant H, sub-question 2:1.

When asked about the qualifications they possess that helps them in discharging their duties, the above participants pointed to the fact that they have educational qualifications ranging from first degree to Masters Degree in Education. According to the participants, they also possess considerable years of teaching experiences ranging between 17 years and 27 year. These views as expressed



by the respondents is in agreement with Nwaogu (1980:8) when he stressed that an instructional leader should possess sound knowledge and teaching skills if he is to be involved in stimulating teachers: democratic techniques, if he is to create a psychological atmosphere to make people who work with him happy.

“I have a first degree in History Education from Ahmadu Bello University, Zaria and I have been teaching for the past 18 years”. Participant I, sub-question 2:1.

“I possess a B.ED in Sociology of Education and I have been a teacher for 22 years now”. Participant J, Sub-question 2:1.

“I am a graduate of University of Jos . . . studied Social Studies Education and have taught for 25 years”. Participant K, Sub-question 2:1.

“I am a graduate of Economics Education from the University of Jos . . . I have been a teacher for the past 22 years”. Participant L, sub-question 2:1.

Going through the responses above, it is obvious that the participants are all first degree holders from various universities across Nigeria. The participants graduated from various fields in Education. Similarly, the participants have various years of teaching experiences ranging from 18 years to 25 years. It is important that the supervisor should have necessary qualifications that will make him feel competent and confident before the staff and colleagues and will enable him give expert and professional advice to teachers and student; the supervisor

should have good human relations because his work deals with people at all levels (Udoh and Akpa, 2010:309).

“I consider my supervisor as very competent because they all possess the requirement of being teachers and have been guiding us appropriately”. Participant M, sub-question 2.1.

“My school-based supervisors are competent because they are all graduates with long years of teaching experiences”. Participant N, Sub-question 2.1.

“They are competent because they are all graduates with appreciable years of teaching experiences and they have been guiding us appropriately”. Participant O, sub-question 2.1.

“My school-based supervisors are competent enough because they have been helping us to improve on the teaching and learning process . . . they are graduates and have enough experiences to lead us”. Participant P, sub-question 2.1.

Asked to comment on how competent they consider their school-based supervisors, participants M, N, O and P above were unanimous about the fact that their school-based supervisors are competent enough owing to the fact that the school-based supervisors possess the requisite educational qualification and appreciable number of years of service that helps them in their respective schools. These views are in line with Chike- Okoli (2004) when he maintained

that the modern supervisor must have personal attributes that makes him a good teacher and also needs high intelligence, broad grasp of the educational process of the society, a likeable personality and great skills in human relations. Neagley and Evans (1980:10) earlier pointed out that the supervisor may be a specialist in certain disciplines but has to be a generalist in approach to the total school programme.

*5.4.2.2 Sub-theme 2.2: Availability of on-the-job training sessions that enhances the capacity of role-players*

Asked to comment on the availability of on-the-job training sessions that enhances their capacities to carry out their roles, the research participants responded as follows:

“We sometimes attend on-the-job training sessions organized by the Area Inspectorate of Education . . . such sessions are usually in form of seminars workshops or conferences to boost our capacity”. Participant A, sub-question 2.2.

“Yes we do receive on-the-on training sessions from time to time but not on regular basis”. Participant B, sub-question 2.2.

“On-the-job training sessions are there but only a few staff are selected to attain at a time . . . so the opportunities to go for such training are not easy to come by”. Participant C, sub-question 2.2.

“I attend on-the-job trainings but such opportunities rarely come around”.

Participant D, Sub-question 2.2.

Participants A, B, C, and D above unanimously agreed to the fact that they attend on-the-job training sessions from time to time, but stressed that such training sessions are not usually regular and consistent. According to participant C, such training sessions are not easy to come across as only a few staff are selected to attain the training at a time. This position as put forward by the above participants is a negation of the opinion of Akpa (1990) when he maintained that supervisors should be well equipped for the work of supervision. This implies that there is the need for adequate training programmes such as workshops, seminars and refresher courses on effective supervision for persons charged with supervisory roles in order to ensure their expertise for the purpose of effectively evaluating the instructional programmes of the school (Akpa, 1990).

“The Opportunities for such training are there but are not easy to get because they are competitive among staff”. Participant E, sub-question 2.2.

“Only few staff are selected to attend such trainings at a time . . . so to get the opportunity of being selected regularly is the issue”. Participant F, sub-question 2.2.

“I do receive on-the-job trainings but only once in a while”. Participant G, sub-question 2.2.

“Only few chances are made available for on-the-job training . . . the competitive nature of accessing such chances makes it very difficult to get. Only the lucky staff gets the chance”. Participant H, sub-question 2.2.

The above participants (E, F, G and H) highlighted the fact that on-the-job training sessions are usually available within the system but such sessions are inadequate considering the training needs of the entire school staff. As a result it becomes so competitive for a staff to get an opportunity to go for such trainings. According to participant G, he receives such trainings only once in a while. This implies that it takes a staff a very long time before he or she can get an opportunity to go for an On-the-job training session. The above scenario as pointed out by these respondents falls short of the declaration of Federal Republic of Nigeria (1981:21) when it stated that regular courses will continue to be run to acquaint school supervisors with their new roles as advisers, guides, catalysts and sources of new ideas.

“We sometimes get the opportunity for on-the-job trainings but such opportunities are rare”. Participant I, sub-question 2.2.

“At times the Area Inspectorate of Education organize on-the-job training sessions for school staff”. Participant J, sub-question 2.2.

“We go for on-the-job trainings once in a while”. Participant K, sub-question 2.2.

“Yes, we do get the opportunity to go for on-the-job trainings but such opportunities rarely come around”. Participant L, sub-question 2.2.

On how often they get the opportunity to go for on-the-job training, the above participants (I, J, K and L) also unanimously pointed out that although there exist limited opportunities for school staff to go for such trainings such opportunities are not regular and are hard to come across. This is not in agreement with Nwaogu (1980) when he asserted that for supervision to be effective and produce the desired results, it has to be carried out by people who possess regular professional training, as this training will put them in a better position to guide teachers properly.

“They sometimes attend seminars, conferences and workshops . . . but not at all times”. Participant M, sub-question 2.2.

“. . . Yes they sometimes go for on-the-job trainings”. Participant N, sub-question 2.2.

“We do attend on-the-job training together with our school-based supervision but not on a regular basis”. Participant O, sub-question 2.2.

“Yes they do for on-the-job trainings but only once in a while . . . it is not regular and consistent”. Participant P, sub-question 2.2.

Participants M, N, O and P above also affirmed the fact that school-based instructional supervisors rarely receive on-the-job trainings which is irregular and inconsistent in nature. This is a negation of Olivera (1984) when he asserted that regular professional training of instructional leaders should be made a priority if the goals of the school are to be achieved. On his own part, Hope (1991) opined that where such training opportunities are not available, in-service training is essential if supervisors are to keep abreast with the new trends in curriculum, teaching / learning strategies and school management.

*5.4.2.3 Sub-theme 2.3: Types of training sessions that are deemed necessary for role-players but are not available*

Asked to comment on the types of training sessions that are deemed necessary for role-players which are not available, the research participants responded as follows:

“As instructional leaders engaged in supervision, I think we need professional training in supervisory roles in order to enhance our capacity to effectively carry out our responsibilities”. Participant A, sub-question 2.3.

“I think we need adequate training in school supervision to help us do better . . . such trainings are rarely available”. Participant B, sub-question 2.3.

“You know we are teachers by training, but as school heads involved in supervision we need professional training in school supervision to augment our wealth of experience”. Participant C, sub-question 2.3.

“We lack in-depth professional training in supervision and I think that is essential”. Participant D, sub-question 2.3.

The participants above (A, B, C, and D) unanimously highlighted the dire need for professional training in the area of school supervision to enhance their capacity to effectively carry out the job of instructional supervision at the school level. According to participant C, most of these instructional leaders are teachers by training and therefore possess limited capacity to effectively carry out school supervision. In his opinion, giving them professional training in supervision augments the wealth of experiences they already possess and could impact positively on their ability to effectively carry out school-based instructional supervision. This opinion is in agreement with Nwaogu (1980) when he maintained that for supervision to be effective and produce the desired result, it has to be carried out by people who possess professional training as this training will put them in a better position to guide teachers properly, otherwise they will misguide teachers.

“We are trying our best as experienced teachers but we need more training in supervisory practices to widen our horizon”. Participant E, sub-question 2.3.

“I think I require training in school supervision to help me perform better in terms of instructional leadership”. Participant F, Sub. Questions 2.3.



“We don’t get professional training in school supervision and I think we need it . . . we rely, mostly on our experiences as trained teachers and I think that is not enough”. Participant G, sub-question 2.3.

“There is a need for training in school supervision and we hardly get the opportunity to go for such trainings”. Participant H, sub-question 2.3.

For supervision to be seen to address its intended purpose, role-players should be properly equipped for the work of school supervision. Participants E, F, G, and H above brought to the fore the need for professional training in school supervision as a means of enhancing their capacity to effectively carry out their roles as instructional leaders at their respective schools. According to participant G, school-based instructional supervisors do not have access to professional training in supervision (which they really need) but they only rely on their experiences as trained teachers to carry out their role of instructional leadership in schools. This is a negation of the position of Babalola (2006:207) when he asserted that the modern supervisor must be capable and well trained in school supervision, psychology, logic and should be guided by the findings of educational researchers.

“We are not supervisors by training, there is the need for us to go for further training in supervisory activities . . . such opportunities are very difficult to get”. Participant I, sub-question 2.3.

“We do not receive training in school supervision and we need it to enhance our capacity as instructional leaders”. Participants J, K, and L sub-question 2.3.

The participants above (I, J, K, and L) unanimously highlighted the need for capacity building training in supervision of schools for instructional leaders. The participants pointed out that even though such training is required, the opportunity to go for such trainings are very difficult to get. This scenario is opposed to the stand point of Udoh and Akpa (2010:187) when they maintained that supervisors should be well equipped for the work of supervision. This implies that there is the need for adequate training programmes such as workshops, seminars and refresher courses on effective supervision for persons charged with supervisory roles in order to ensure their expertise for the purpose of effectively evaluating the instructional programmes of the school (Udoh & Akpa, 2010:187).

“Yes, they need training in modern supervisory practices in order to improve on their performance”. Participant M, sub-question 2.3.

“Some of them require training in supervision . . . we sometimes do not get on well with them . . . I think they need basic training in school supervision”. Participant N, sub-question 2.3.

“Of course, they need adequate training in modern school supervision so that they can be more democratic and diplomatic in their approach to school-based supervision”. Participant O, sub-question 2.3.

“My school-based instructional supervisors need an in-depth training in the principles of modern school supervision in order to boost their capacity to guide us well in the instructional process”. Participant P, sub-question 2.3.

Participants M, N, O, and P above stressed the need for school-based instructional supervisors to acquire adequate training in principles of modern school supervision as a means of enhancing their capacity to effectively guide the teaching and learning process in schools. Particularly, participants N and O pointed out that some of the school-based supervisors are not democratic and diplomatic in their approach which sometimes leads to unpleasant occurrences between supervisors and other school staffs in the line of duty. This has negative consequences for the instructional process. Fraser (1980:224) cautioned that the improvement of the instructional process depends heavily on teachers' attitudes towards supervision. Greenfield (1987) corroborated this position when he stated that teachers can perceive supervisors as people who control their destiny only if the supervisors are there serve them and help them to become more effective teachers.

#### 5.4.3 Theme 3: Perceptions of roles-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision

##### 5.4.3.1 Sub-theme 3.1: Perceived benefits of school-based supervision of instructions

“As a principal, I think school-based instructional supervision has been quiet beneficial in achieving the goals of the school . . . teachers are now used to guided activities”. Participant A, sub-question 3.1.

The above participant view school-based supervision as being very useful and beneficial in the quest to achieve the goals and objectives of the school. Particularly the participant pointed out that with school-based supervision, teachers and students have gotten used to guided activities which ensures that the right things are done at the right time. An effective supervision programme is that which considers and coordinates all teaching and learning efforts and provide research for the purpose of curriculum construction and revision, and for the improvement of materials techniques and methods of instruction (Harris, 1975).

“...school-based supervision has helped both the teachers and students. Regular supervision has made teachers to be more serious and active in carrying out their responsibilities”. Participant B, sub-question 3.1.

This research participant highlighted the importance of school-based supervision to teachers and learners. In his opinion, school-based supervision which is regular and continuous in nature brings out the best in teachers because teachers become more active and serious in carrying out their responsibilities. This has a positive implication for the entire teaching and learning process. This respondent's view is in line with Refferty and Johnson (1975) when they viewed supervision as the inherent value of harnessing each person's efforts in the school system so that in the end, the full potential of all is achieved in improving the school programme.

“Well, as a principal, I will say school-based supervision has greatly improved the school system... it has made teachers more committed to the course of their duties... it has a way of attempting to correct the teachers in order to enhance efficiency”. Participant C, sub-question 3.1.

“School-based supervision has a lot of benefits as far as the school is concerned. It has enhanced the overall quality of teaching and learning... principals and other instructional leaders guide and oversee the activities of teaching and learning in the school... through school based supervision, and students perform optimally”. Participant D, sub-question 3.1.

The participants above pointed to the view that the idea of school-based supervision is to have comprehensive view of the activities and problems of the school and to assess the extent to which the school is fulfilling its basic obligations. The primary responsibility of supervision is to ensure that high standards are maintained and that schools are run in accordance with laid down procedures. The participants pointed to the fact that school-based supervision has greatly improved the teaching and learning process in schools by correcting and making teachers more committed to their duties. The participants also highlighted the importance of school-based supervision towards improving the overall quality of teaching and learning. According to the participants, principals and other instructional leaders guides and oversees the teaching and learning situations in the schools. These views as put forward by the respondents is in

agreement with Babalola (2006:192) when he stated that the purpose of instructional supervision is the promotion or development of favorable settings for teaching and learning and eventual improvement of the society. Emenike (1998:10) earlier observed that meaningful and effective learning may be based in part, on constant and effective supervision.

“As a vice-principal, I feel school-based instructional supervision has been very helpful for the school because it has made school-staff to be more committed to their work”. Participant E, sub-question 3.1.

“Yes, I would say that school-based instructional supervision has immense benefits to the school . . . it has helped us as a school in achieving our objectives”. Participant F, sub-question 3.1.

“The school-based supervision system has far-reaching benefits for the school. Teachers now view supervision as an every-day activity and are ready to do their work as expected of them”. Participant G, sub-question 3.1.

“As a school leader, i consider school-based supervision as a remedy to existing shortcomings of external supervision” . . . now we can get things done according to laid down procedures”. Participant H, sub-question 3.1.

Going by the above responses, participant E felt that school-based supervision has been very beneficial for his school because it has made school staff to be more committed to their work. Participant F also highlighted the benefits of school-based supervision as it has helped the school in achieving its objectives. Similarly, participant G saw school-based supervision as being important because it has made teachers to perceive supervision as normal routine which has made them (teacher) to carry out their work as expected of them. On his own part, participant H viewed school-based supervision as very useful owing to the fact that it has served as a remedy to the short-comings of external supervision of schools. From the foregoing responses, participants affirm the unanimity about the fact that vice principals have an overwhelming impact on teaching and learning outcomes. This is in line with Udoh and Akpa (2010:233) when they maintained that principals have provide leadership roles in this respect in order to improve the diminishing schools' image and in responding to societal needs. The principal does not only have to develop an effective supervisory programme, but also ensure that effective school administration and management is carried out. (Udoh & Akpah, 2010:234).

"I think school-based supervision has been useful to both the teachers and students . . . teachers are now up and doing and as a dean of studies, I feel it has really helped us in realizing the goals of our school". Participant I, sub-question 3.1.

"Given my position a as dean of studies, I consider school-based supervision of

instructions as an indispensable tool in improving the quality of education in our school . . . it has helped us in our bid to ensure that the right thing is done at the right time”. Participant J, sub-question 3.1.

“Since we brought in the idea of school-based instructional supervision in our school to augment the existing external supervisory practices, the teaching and learning situation in the school has greatly improved”. Participant K, sub-question 3.1.

“Yes, as a dean of studies, I feel it is obligatory to use my wealth of experience acquired in the course of my service to guide existing and new teachers towards achieving the objectives of the school . . . so far, the effort has paid off because I can see that the quality of teaching and learning has improved”. Participant L, sub-question 3.1.

Deans of studies are usually experienced and most senior persons in their various areas of endeavors. The participants above (I, J, K and L) are deans of studies from their respective schools. Going through their responses, it is observed in their views that school based- instructional supervision has immensely contributed to the improvement of quality of teaching and learning in their respective schools. Participant I opined that school based-instructional supervision has been useful to both teachers and students and that it really helped in realizing the goals and objectives of the school. On his own,



participant J viewed school-based instructional supervision as an indispensable tool in improving the quality of teaching and learning in the school. According to the participant, it has helped the school in its bid to ensure that the right thing is done at the right time. Similarly, participant K pointed out that the idea of using school-based instructional supervision to augment other external supervisory practices has proved to be useful in enhancing a better teaching and learning atmosphere in the school. On his own part, participant L pointed to the fact that using the wealth of experience of deans of studies has also helped in improving the quality of teaching and learning in school. Being the most senior and knowledgeable person in his area, the Dean of studies is better positioned to use his wealth of experience in influencing the teaching competences of his younger colleagues (Udoh & Akpa, 2010:234). As a democratic process and for increased productivity, the dean of studies further shares the supervisory roles with other school functionaries, especially the heads of departments (Udoh & Akpa 2010:235).

“As a class-teacher, I feel school-based instructional supervision has been so much beneficial to me . . . through my supervisors’ guided efforts, I am now a better teacher”. Participant M, sub-question 3.1.

“School-based supervision has helped me a lot because my supervisors have been correcting and showing me the right things to be as a class-teacher”. Participant N, sub-question 3.1.

“It has been an interesting and worth-while venture as school-based supervision of instructions has really improved my capacity as a teacher”. Participant O, sub-question 3.1.

“I now feel like a complete and professional teacher . . . school-based instructional supervision has change me significantly . . . I can now do my work with much ease”. Participant P, sub-question 3.1.

Going through the responses from participants M, N, O and P, it is obvious that school-based instructional supervision has been useful to class teachers. An analysis of the responses above shows that participant M was of the opinion that by means of guided efforts, school-based supervision has made him a better teacher. Participant N also opined that through constant corrections and guidance, school-based supervision has really helped him. On his own part, participant O described the exercise as a worth-while venture which has enhanced his capacity as a teacher. Finally, participant P viewed school-based instructional supervision as an exercise that has made him feel like a complete and professional teacher who can now carry out this duties with much ease. Supervision is essential to teaching for the fact that teachers seek to improve students' behaviors, achievements and attitudes (Glickman, Gordon & Ross-Gordon, 2007). This therefore means that teachers and supervisors work together towards attaining the same goal of improving the quality of teaching and learning process (Uveryol, 2013:24).

*5.4.3.2 Sub-theme 3.2: Problems, Obstacles or challenges encountered in the conduct of school-based instructional supervision*

In any endeavor, there are likelihoods of problems, obstacles or challenges that could be encountered. Asked whether there are problems, obstacles or challenges encountered in the process of carrying out school-based instructional supervision, the participants responded as follows:

“As a principal, I have the challenge of insufficient staff... in fact the challenges are numerous. We don’t normally have enough working materials”. Participant A, sub-question 3.2.

“Yes it is quiet true that there are problems, and challenges . . .this has to do with issues of inadequate staffing, materials and other logistics that facilitates smooth operation of instructional supervision in schools”. Participant B, sub-question 3.2.

“The challenges are enormous but we, as instructional leaders are doing our best . . . we have problems of shortages of school personnel, working materials and a host of others that limits our ability to deliver”. Participant C, sub-question 3.2.

“As principals, we sometimes have the challenge of getting teachers appreciate the idea of school-based supervision . . . the problems are multi-dimensional, for example, we face the problem of insufficient personal, materials and a host of other problems”. Participant D, sub-question 3.2.

Going by the responses above, it is clear that the participants were unanimous that there are problems and challenges encountered in the course of implementing school-based instructional supervision in schools.

Among the central challenges identified by the participants are the issues of inadequate school personnel, working materials, getting teachers appreciate school-based supervision and other logistics issues. Participant A highlighted the fact that the challenges are numerous, ranging from inadequate staffing, working materials and other challenges that limits their capacity as principals to carry out school-based supervision as effective as possible. Participant B on his own part highlighted also the challenges of insufficient staffing, school working materials as part of the problems of school-based supervision. Similarly, participants C and D identified issues of inadequate school staff, working materials and getting teachers to appreciate the idea of school-based supervision of instructions as part of the challenges faced in school-based supervision. These respondents' views are in line with NERDC (1997:2) when it pointed out that the problem of teacher quantity and quality appears to be more pronounced in secondary schools. Earlier, Nwagwu (1987:1-7) asserted that the pre-conditions for effective school instructions, and by extension, instructional supervision include among others: the availability of well qualified and trained professional teachers, provision of instructional facilities, adequate supply of teaching and learning materials and adequate teachers remunerations.

“As instructional leaders, we face the challenge of inadequate teaching and learning materials, shortage of teaching staff and a host of other challenges”. Participant E, sub-

question 3.2.

“Lack of teaching staff in sufficient quantity and quality has been our major constraint . . . but there are other problems that we face in school-based instructional supervision”.  
Participant F, sub-question 3.2.

“The problems we encounter bothers mostly around shortages in availability of qualified teachers and teaching and learning facilities”. Participant G sub-questioned 3.2.

“The challenges are enormous . . . getting teachers to understand and cooperate with us is one of such challenges. Also, we need enough qualified teachers, teaching and learning materials and a favorable teaching and learning environment”. Participant H, sub-question 3.2.

The participants above are vice-principals from the selected secondary schools who were asked to respond to the issue of problems, obstacles or challenges they face in carrying out school-based instructional supervision in their various schools. The common and central issue identified by these respondents is the inadequacy of qualified teaching staff, teaching and learning materials and getting teachers to understand and cooperate with them in the process of school-based supervision. These participants' views as expressed above are also in agreement with Nwagu (1987:1-8) when he

posited that the pre-conditions for the effective school instruction and by extension, instructional supervision include among others: the availability of well qualified and trained professional teachers in sufficient numbers to the school, adequate provision of instructional facilities and teaching and learning materials and adequate teacher remunerations and better conditions of service.

“As a leader, I like school–based instructional supervision. The major challenge we face is lack of enough workers materials”. Participant I, sub-question 3.2.

“The biggest challenge has been insufficient supplies in terms of manpower and materials we use in the school”. Participant J, sub-question 3.2.

“For best results, there is the need for more qualified personnel and teaching and learning facilities in the school”. Participant K, sub-question 3.2

“We face the problem of inadequate school supplies ...this has limited our ability to provide the required leadership . . . supplies like qualified teachers, teaching and learning facilities and others”. Participant L, sub-question 3.2.

The responses above were obtained from deans of studies interviewed from the selected schools. As instructional leaders like their vice-principals counterparts, the deans of studies similarly identified similar views regarding the problems, obstacles or challenges they face in carrying out school-based instructional supervision. The respondents highlighted the common challenges to include lack of adequate supplies in the areas of qualified manpower and teaching/learning materials. The general opinions

as expressed by the participants is in agreement with NPEC (1999) in Olagboye (2004:204) when it was stated that the teaching force in the Nigeria school system lacks the quantity and quality of trained and qualified teachers. Similarly, Nwagwu (1987:6) pointed out that for effective school instruction to ensue, adequate provision of instructional facilities and supply of teaching learning materials to facilitate and enhance meaningful interaction between teachers and learners must be in place.

“As a class teacher, school–base supervision is good but my problem with it is that some supervisors are not friendly”. Participant M, sub-question 3.2.

“The problem with school–based supervision is that some of the supervisors use it as a means to witch-hunt teachers”. Participant N, sub-question 3.2.

“The idea of school-based supervision is a useful one. But sometimes some school leaders use it to victimize teachers”. Participant O, sub-question 3.2.

“We, as teachers face the challenge of undemocratic supervisory practices from school supervisors . . . this gives us a negative perception of school supervision”. Participant P, sub-question 3.2.

Considering the above responses, participants M, N, O and P identified such challenges of school-based supervisory practices as using supervision as a tool for witch-hunting teachers, using supervision to victimized teachers and use of undemocratic practices in

the conduct of school supervision. Viewed from whatever angle, the respondents were unanimous on the fact that some supervisors exhibit some unprofessional practices that sometimes portrays supervision in a negative perspective. Supervisors are expected to be more professional and democratic in their dealings with teachers. This view is in agreement with Cogan (1973) when he asserted that modern and democratic supervision has changed the former trend into a teacher- friendly exercise in which some teachers now perceive supervision as a part of school administration and also as a necessary activity which must be carried out. Greenfield (1987) corroborated this position when he stated that teachers can perceive supervisors as people who control their destiny if the supervisors are there to serve them and to help them become more effective teachers.

*5.4.3.3 Sub-theme 3.3: Fulfillment and satisfaction regarding the extent to which school-based instructional supervision is being carried out in schools*

On the extent of fulfillment and satisfaction regarding the conduct of school based instructional supervision, the interviewees responded as follows:

“Yes, I feel fulfilled and satisfied with the extent to which school-based instructional supervision is being carried out so far”. Participant A, sub-question 3.3.

“As far as I am concerned, the exercise has been relatively satisfactory, but more need to be done in that regard”. Participant B, sub-question 3.3.

“Well, I would say I am partially satisfied because we have not yet gotten the required



conducive environment to effectively carry out instructional supervision in our schools”.  
Participant C, sub-question 3.3.

“Not yet fully satisfied with the process, but a lot of progress has been achieved . . .  
More needs to be done”. Participant D, sub-question 3.3.

The above participants, though they somehow vary in their responses regarding the extent of fulfillment and satisfaction regarding the conduct of school-based supervision in their schools, they were however unanimous on the fact that there is relative fulfillment and satisfaction as far as the conduct of school-based instructional supervision in their schools is concerned and that more need to be done in that regard. This view as expressed by participants A, B, C and D conforms to the assertion made by Ozigi (1977) when he noted that the aim of supervision is to have a comprehensive view of activities and problems of the institution and to assess the extent to which is fulfilling its basic obligations, the ultimate goal being the improvement of the overall efficiency and raising the academic standard of the institution. The question of partial fulfillment stems from the fact that the enabling environment for effective school-based supervision of instructions has not been fully put in place. In Nigeria, it is a well known fact that the teaching force in the school system lacks the right quantity and quality of trained and qualified teachers (Olagboye, 2004:207).

“So far so good, the process has been fulfilling, but still we need to improve on it”.  
Participant E, sub-question 3.3.

“There have been challenges but despite that, so much progress has been achieved.”

Participant F, sub-question 3.3.

“I am satisfied with the extent to which school-based supervision is carried out in the school.” Participant G, sub-question 3.3.

“The process has been rewarding as evident in the overall performance of teachers and students . . . because of that, I feel fulfilled and satisfied.” Participant H, sub-question 3.3.

The participants above pointed out that substantial progress have been achieved with the use of school-based supervision of instructions. They also highlighted the presence of challenges and the need to do more if the desired results are to be achieved and sustained. These challenges as pointed out by the participants include among others, an enabling and conducive teaching and learning atmosphere in the respective schools. This view is in line with the position of NERDC (1997:2) when it was made clear that the problem of teacher quantity and quality appears to be more pronounced in the Nigerian secondary schools.

“Of course I feel fulfilled and satisfied because school-based supervision has improved the quality of teaching and learning in the school”. Participant I, sub-question 3.3.

“I feel satisfied with the conduct of school-based instructional supervision because it has impacted positively on the quality of teaching and learning in the school”. Participant J, sub-question 3.3.

“The exercise has been rewarding and interesting . . .I am satisfied and fulfilled even though we need to do more in that regard.” Participant K, sub-question 3.3.

“I feel satisfied and fulfilled with the process because it has tremendously improved teachers’ and students’ performance”. Participant L, sub-question 3.3.

Considering the above responses, participant I opined that he feel satisfied and fulfilled with the conduct of school-based instructional supervision because it improved the teaching and learning quality in his school. Similarly, participant J felt satisfied with the conduct of school-based supervision in his school because it impacts positively on the quality of teaching and learning in the school. On his own part, participant K described the exercise as being rewarding and interesting. Even though the respondent felt satisfied, he still felt there is the need for more to be done in that regard. In the same manner, participant L was of the view that school-based supervision has tremendously improved teachers’ and students’ performances, and as such that made him feel satisfied and fulfilled.

The above views as expressed by participants I, J, K and L are in agreement with Chike-Okoli (2004) when it was asserted such supervisions should require a high level

of leadership. It should be positive, dynamic and democratically designed to improve instructions through the continuous growth of all concerned individuals in educational institutions. Each person must be willing to assume some responsibility in the supervisory programme (Ezeanolue, 1989:27).

“I feel satisfied and fulfilled with the conduct of school-based supervision because it has helped me to be a better teacher”. Participant M, sub-question 3.3.

“School-based supervision has really helped me in overcoming my challenges as a teacher . . . that has made me feel satisfied with its conduct”. Participant N, sub-question 3.3.

“It has made me a more productive teacher. I appreciate the entire process and I am satisfied with its conduct”. Participant O, sub-question 3.3.

School-based supervision has improved me as a teacher . . . I am now better equipped to teach . . . I am satisfied with the conduct of school-based supervision”. Participant P, sub-question 3.3.

With respect to the responses above, participant M pointed out that school-based supervision has helped him to be a better teacher and that make him feel satisfied and fulfilled with its conduct. On a similar note, participant N was of the opinion that school-

based supervision has helped him in overcoming his challenges as a teacher that also has made him feel satisfied with its conduct. Participant O appreciated school-based supervision because it has helped him in overcoming his challenges as a teacher that also has made him a more productive teacher. Finally, participant P viewed school-based supervision as a platform that has improved and equipped him as a teacher and as such, he feels satisfied and fulfilled with its conduct in his school. As with other previous participants, the participants were unanimous on the fact that school-based supervision has positively impacted on them as teachers and as such, they feel fulfilled and satisfied with the level of its conduct. The position of the participants is in agreement with Babalola (2006:191) when he asserted that since the primary function of the school is teaching and learning and since what students learn depends largely on the effectiveness of the teacher, the role of the teacher needs to be given attention. The supervisor helps the teacher to teach in such a way that the child understand better so that he acquires the abilities, skills and attitudes stated in the objectives of instructions (Babalola, 2006: 193).

*5.4.3.4 Sub-theme 3.4: Possible options and suggestions for improving on the current level of school-based instructional supervision that could enhance efficiency in schools*

Asked to comment to possible options and suggestions that could lead to an improvement on the current level of school-based instructional supervision, the research participants responded as follows:

“Even though some progress has been recorded, instructional leaders need regular training in order to remain abreast with current trends in supervision”. Participant A, sub-

question 3.4.

“Adequate teaching and learning materials should be provided to facilitate the efforts of instructional leaders”. Participant B, sub-question 3.4.

“We need more supplies in the areas of qualified teachers and teaching and learning materials . . . this will augment the efforts of school-based supervisors”. Participant C, sub-question 3.4.

“In my opinion, I will suggest that schools-based instructional supervisors should be mandated to regularly attention workshops, seminars and conferences in order for them to remain updated with modern supervisory practices”. Participant D, sub-question 3.4.

From the responses above, participant A suggested the need for instructional leaders to go for regular training sessions as a way of keeping them abreast with current trends in the field of instructional supervision. Participant B was of the view that adequate teaching and learning materials should be made available in order to augment the efforts of instructional leaders. Similarly, participant C opined that more supplies in the areas of qualified teachers and teaching and learning materials should be provided in sufficient quantities. On his own part, participant D suggested that supervisors should be mandate to regularly attend workshops, seminars and conferences as a way of updating their knowledge of supervision. A pre-condition for effective school instructions and by extension, instructional supervision include among others: the availability of well qualified teachers in sufficient numbers, equate supply of instructional facilities,

adequate teaching and learning materials and better teacher remunerations and better conditions of service (Nwagwu, 1987:6).

“As a vice-principal, I think there is a need for adequate qualified teachers and working materials to enhance better performance”. Participant E, sub-question 3.4.

“Well, I will suggest that an enabling environment should be put in place . . . this include enough teaching staff, relevant materials to facilitate teaching and learning in the school”. Participant F, sub-question 3.4.

“I think staff welfare should be given more attention . . . because a motivated staff is more likely to be more devoted to his job and this can positively affect the achievement of school goals and objective”. Participant G, sub-question 3.4.

“There should be more training opportunities for school staff and timely supply of teaching and learning materials to facilitate the work of the school staff”. Participant H, sub-question 3.4.

Considering the fore-going, participant E put forward the need for adequate supply of qualified teachers in addition to working materials that enhances better performances in schools. Similarly, participant F suggested the creation of an enabling environment that include enough teaching staff, relevant materials to facilitate meaningful teaching and learning in the school. Participant G however suggested that staff welfare school be given more attention. According to the participant, a motivated staff is likely to give his

best which is capable of helping in achieving school goals and objectives. Finally, participant H above viewed the availability of more training opportunities for school staff and timely supply of teaching and learning materials as a means of enhancing better performance. These views are in line with the position of Eferakeya and Oyene (1995:222) when they asserted that qualified teachers by their trainings are more likely to be amenable to supervision by cooperating with supervisors. Similarly, Olagboye (1991:88) pointed out that the problem is not only that of having the right quality and quantity of teachers in the school, but that of having the right quality and quantity of teaching and learning materials.

“There should be adequate and regular supply of teaching and learning materials . . . there should also be adequate supply of qualified teachers in the school.” Participant I, sub-question 3.4.

“Our welfare should be paramount”. Participant J, sub-question 3.4.

“Staff should be encouraged to go for further studies in order to acquire higher qualifications”. Participant K, sub-question 3.4.

“Training sessions should be made available for school staff in addition to adequate provision of teaching and learning materials in the schools”. Participant L, sub-question 3.4.



Participant I above was of the opinion that there should be adequate and regular supply of teaching and learning materials in addition to adequate supply of qualified teachers in the school. On his own part, participant J suggested that the welfare of staff should be given more attention as a means of enhancing productivity. Participant K suggested also that staff should be encouraged to go for further studies to enable them acquire higher qualifications as a means of enhancing their performance. In a similar manner, participant L was of the opinion that training sessions should be made available for school staff in addition to adequate provision of teaching and learning materials in the schools. The central issues put forward by the participants bothers on the provision of staff welfare, teaching and learning materials and training opportunities for school staff. This falls in line with Akpa (1990) when he maintained that supervisors should be well equipped for the work of supervision. This implies that there is the need for adequate training programmes such as workshops seminars and refresher courses on effective supervision for persons charged with supervisory roles. Similarly, Ukeje (1992:68) pointed out that the problem is not only that of insufficient supply of qualified staff, but also that of not having the right quality and quantity of teaching and learning materials.

“I suggest that our school-based instructional supervisors should be given more professional training in supervisory practices to enable them help us better”. Participant M, sub-question 3.4.

“I think teachers’ welfare should be given more attention by the relevant authorities because teachers are the engine-room for achieving school objectives”. Participant N,

sub-question 3.4.

“We need a level playing ground for us to put in our best . . . like working materials and better remuneration for teachers”. Participant O, sub-question 3.4.

“Government should ensure regular and timely supply of adequate teaching and learning materials in the schools . . . training opportunities should be provided for all school staff to enhance their capacity”. Participant P, sub-question 3.4.

A careful consideration of the views expressed above shows that participant M suggested the need for school-based supervisors to be given more professional training in supervisory practices to enable them guide teachers effectively. Participant N was however of the opinion that teachers' welfare should be given more attention since they do the bulk of the work in the process of teaching and learning in schools. On his own part, participant O suggested the provision of a level-playing ground and the provision of working materials and better remunerations for teachers to enhance their productivity. Participant P however opined that government should ensure regular and timely supply of adequate teaching materials in schools and provide training opportunities for all school staff as a way of enhancing their capacity. These views are in agreement with Federal Republic of Nigeria (1981:21) when it stated that regular courses will continue to be run to acquaint supervisors with their new roles as advisers, guides, catalysts and source of new ideas. However, most of the suggestions above fall short of the position

of Obagboye (2004:108) when he stated that the school systems in Nigeria have been bedeviled by inadequate supply of qualified teachers, teaching and learning facilities, dilapidated structures, poor staff welfare and a host of others.

## 5.5 Conclusion

Considering the evidence gathered by means of the qualitative analysis of the study which comprised of interviews from sixteen research participants, it is clear that the perceptions of role-players has a direct impact on the efficiency of secondary schools. According to one of the respondents when asked whether school-based instructional supervisors require training, the respondent agreed that there exist a need for training in supervisory practices to enable the school-based instructional supervisors to shift from the traditional (fault-finding) method of supervision to a modern and democratic method which seeks to help and guide teachers to become more productive and professional in the discharge of their roles. The Plateau State Ministry of Educating and the various Area Inspectorates of Education in the state should coordinate and prioritize school-based instructional supervision as a means through which efficiency can be achieved in the secondary school level of education.

## CHAPTER 6

### Overview of the study, findings, recommendations and conclusion

#### 6.1 Introduction

In chapter five, the findings of the qualitative data analysis were put forward and I discussed the main themes and sub-themes that emerged from the data collected. However, this final chapter will present a summary of the findings, a rationale for the perceptions of role-players regarding school-based instructional supervision, provide recommendations, identify the limitations of the study and provide a conclusion.

#### 6.2 Overview of the study

Chapter one provided the foundation of the study upon which the aims and objectives of the study were discussed together with the methods used in the course of the study. The research topic and questions were designed in support of the methodologies and the relevant literature that underpins the need for this study.

In chapter two, relevant literature was extensively discussed on the perceptions of role-players regarding principals' roles in school-based instructional supervision. Attention was given to the concept of supervision; purpose of supervision; provisions of Nigerian National Policy on Education as it affects supervision; teachers' perceptions of supervision; quality and qualifications of school supervisors; the state of secondary school education in Nigeria and a summary of relevant literatures reviewed among others.

Chapter three on the other hand considered a comparative analysis of supervisory practices as obtained in Indonesia, Malaysia, Ethiopia and Kenyan secondary schools to supervisory practices as carried out in Nigerian secondary schools. The discussion focused on supervisory practices as practiced in Nigeria, Indonesia, Malaysia, Ethiopia and Kenya. Attention was given to the methods of operations, roles of school principals in school supervision, perceptions of teachers regarding school supervision and the challenges of school supervision in the countries under consideration.

Chapter four however focused on study research design, target population and sample, research instrument used for data collection and data collection strategies, data analysis methods and its interpretation in relation to role-players' perceptions regarding principals' roles in school-based instructional supervision.

Chapter five of the study considered and focused on the analysis of the qualitative data generated through interview sessions with principals, vice principals, deans of studies and teachers of selected public secondary schools from Bokkos Local Government Area of Plateau State, Nigeria. To analyze the emerging data, the researcher generated a preliminary set of codes that helped in the process of data analysis. These codes were used to guide the process of reducing the original data and to substantiate the initial emerging data.

Chapter six serves as the last chapter of the study within which the researcher presented an overview of the study, a summary of major findings, a rationale for the perceptions of role-players regarding the conduct of school-based instructional supervision, the recommendations and limitations of the study and lastly, a conclusion.

### 6.3 Summary of major findings

Through gathering and articulating the various responses as put forward by the research participants in the qualitative research process, various points of views were brought together. This made it possible to get a general outlook from the participants' experiences on the perceptions of role-players regarding principals' roles in school-based instructional supervision in public secondary schools in Plateau State, Nigeria.

On the perceptions of role-players regarding the purpose and practice of school-based instructional supervision, popular opinion perceived school-based instructional supervision as a remedial activity within the school system which aims at improving the entire teaching and learning process, irrespective of who carries it out. Viewed from whatever angle, the goals of instructional leaders in the school is to ensure that the objectives of the school are achieved. To achieve these goals of the school, the

respondents highlighted the importance of regular overseeing and checking the activities of school staff to ensure that tasks are carried out effectively in accordance with laid down procedures. Positive, cordial and friendly relationships between school staff helps in getting tasks carried out effectively. However, some participants raised concerns over the undemocratic and unfriendly relationships that exist between school and some of their supervisors. Such unfriendly dispositions breeds negative perceptions concerning supervision and negative perceptions does not facilitate efficiency.

Concerning the perceptions of role-players regarding the actual needed skills and attributes of school-based instructional supervisors, it became clear that most of the role-players possess educational qualifications ranging from Ph.D. down to N.C.E. and considerable years of working experiences. This is crucial to the realization of the envisaged goals and objectives of the school. Secondly, on the issue of on-the-job training opportunities, it was discovered that the opportunities for such trainings are very rare and hard to come by. On-the-job training gives staff the opportunity to develop higher capacities to discharge their responsibilities more efficiently and be kept abreast with current developments in their various fields of endeavors. Lack of such opportunities for school staff impacts negatively on productivity and reduces the ability of school staff to perform optimally. Thirdly, on the types of training sessions that are deemed necessary for role-players but are not available, it was discovered that there is a dire need for professional training in the area of school supervision for role-players to enhance their capacity to effectively carry out the job of instructional supervision at the secondary school level. It was further discovered that most of the instructional leaders are teachers by training and as such, they possess limited capacity to effectively carry out school supervision. Providing instructional leaders with professional training in school supervision would augment the wealth of experiences they already possess and could impact positively on their ability to effectively carry out school-based instructional supervision in schools.

On the perceptions of role-players regarding the advantages, problems and the degree of satisfaction associated with school-based instructional supervision, it was

found out that school-based instructional supervision has been very beneficial in the quest to improve the teaching and learning situation in schools. The idea of school-based supervision is to have a comprehensive view of the activities and problems of the school and to assess the extent to which the school is fulfilling its basic obligations. It was also discovered that school-based instructional supervision which is regular and continuous in nature, brings out the best in teachers because become more active and serious in carrying out their responsibilities. Secondly, role-players involved in the business of school-based supervision identified a number of problems and issues they encounter. Prominent among such issues are: inadequate quantity and quality of school staff, inadequate supply of teaching and learning materials and the problem of getting teachers to understand and cooperate with them in the process of carrying out school-based supervision of instructions. For schools to achieve their objectives, it is imperative that adequate quantities and qualities of human and material resources are required. Thirdly, concerning the fulfillment and satisfaction regarding the extent to which school-based instructional supervision is being carried out in schools, it was discovered that there is relative fulfillment and satisfaction because more need to be done in that regard. The question of partial fulfillment and satisfaction stems from the fact that the enabling environment for effective school-based instructional supervision has not been fully put in place. It has been a well known fact that the teaching force in Nigerian school system lacks the right quantity and quality of trained and qualified teachers.

#### 6.3.1 Participants need attitudinal change and enlightenment

All role-players involved in school-based instructional supervision process require an attitudinal change and enlightenment, not only at the state level, but also from the national point of view. Though there exist an inspectorate division at the state and federal levels for supervision of schools, the school-based component is relatively a new area in supervision that need to be properly incorporated. Role-players in school-based instructional supervision need to be professionally trained in supervisory practices as doing so will enhance their capacity to deliver result oriented services. Attitudinal change is important because it goes a long way in determining

the perceptions of role-players regarding school-based instructional supervision. For attitudinal change to thrive, adequate enlightenment should be put in place for role-players on the need to change their attitudes and perceptions positively towards school-based instructional supervision in schools.

#### 6.3.2 Role-players require professional training in supervisory practices

The rationale for professional training of role-players in supervisory practices arises from a need that existed in a newly promoted principal (school head) who before now was a class teacher. With responses from role-players interviewed in this study, it was discovered that most of the role-players are teachers by their training. As role-players involved in school-based instructional supervision, they need professional training in school supervision in order to augment their wealth of experiences. A cross section of those interviewed indicated that they lack in-depth professional knowledge in supervision which they considered as essential in achieving the set goals of the school.

#### 6.4 Limitations of the study

This study has the following limitations:

- There exist different and diverse perceptions of instructional supervision which are capable of influencing the quality of responses that could be given by the role-players.
- The research work has been restricted to the extent to which principals, vice-principals, deans of studies and teachers perceive and view the current conduct of school-based instructional supervision in their schools.
- The study was restricted only to the use of one-on-one interviews with the study participants. The possibility of participants trying to supply such responses that the researcher desires may not be totally ruled out. However, the researcher strongly believes that the explanations given on the introductory letter regarding the purpose and nature of the research work is capable of taking care of this potential problem. Similarly, the possibility that the respondents might have some difficulties in expressing their ideas



regarding the questions posed to them cannot be completely ruled out. These inherent limitations are hereby acknowledged and recognized.

- This research work has been restricted to four purposively selected public secondary schools in Bokkos Local Government Area of Plateau State, Nigeria.
- The outcome of the study could only be applicable to the perceptions of role-players regarding the conduct of instructional supervision in their schools and may not be generalized to other levels of education in Nigeria. This is because there could exist a considerable variation in the type of instructional supervision experienced in the various school levels in Nigeria.

## 6.5 Contributions of the study

### 6.5.1 Recommendations for future research

A possible area for future research that could be considered is the need for the incorporation and integration of school-based instructional supervision programme into the inspectorates/directorates at the Local, State and Federal governments Ministries of Education in Nigeria.

### 6.5.2 Recommendations and contributions towards policy

The aim of instructional supervision is the achievement of quality education in schools. For effective supervision of instructions, experienced supervisors are needed in order to make appreciable impact. At present, the number of external supervisors is not adequate and therefore, it is necessary that in-built (school-based) supervision should be made official policy of the Ministry of Education (MoE) to be implemented in all schools. This in-built supervision will involve the use of experienced and seasoned members of school staff in supervising instructional activities of the school curriculum. For example, the heads of departments and other senior teachers could be used to check and ensure that teachers write out their lesson plans, teach the lessons and give assignments regularly and mark and record them. Where this is properly carried out in the schools, it will fill the gap of inadequate supervisors.

### 6.5.3 Contribution towards practice

Principals as role-players in school-based instructional supervision should consider seriously that they participate in actual instructions. The manager who plays on the ball team is more likely to be a more effective leader than the one who manages from the bench (Udoh & Akpa, 2010:233). A principal assuming teaching duties alongside his administrative tasks will enhance his prestige as being really the instructional leader of the school. This is particularly important because his participation will contribute to a better and positive perception of other role-players in school-based instructional supervision.

## 6.6 Recommendations

### **Recommendation 1: Professional training in supervisory practices for role-players.**

For supervision to be seen to address its intended purpose, role-players should be properly equipped for the work of school supervision. The need for professional training of role-players in supervisory practices has been brought to the fore. The study revealed that school-based instructional supervisors do not have access to professional training in school supervision. Most of the role-players involved in school-based instructional supervision are teachers by training and therefore possess limited capacity to effectively carry out the task of instructional supervision. Providing role-players with professional training in supervision will augment the wealth of experience they already possess and could impact positively on their ability to effectively carry out school-based instructional supervision. The modern supervisor must be capable and well trained in school supervision, psychology, logic and should be guided by the findings of educational research (Babalola, 2006:207).

### **Recommendation 2: Encouragement of life-long learning for principals and other role-players involved in school-based instructional supervision.**

A life-long development of principals and other role-players involved in school-based instructional supervision by way of continuous learning in areas such as human resource management, time rationalization, dispute resolution, interpersonal relations, can help in putting in place an effective leadership capacity for principals

and other role-players. This will help immensely in the realization of school objectives, values and visions. Career development must be prioritized and made a mandatory component in school leadership and management for role-players. Engaging in life-long capacity building by and other role-players involved in school-based instructional supervision will ensure that they remain abreast and updated on current trends in school supervision and education in general. When this is done, their capacity to effectively carry out school-based instructional supervision would be boosted and this eventually leads to the attainment of the overall objectives of the school.

**Recommendation 3: Availability of on-the-job training sessions.**

Adequate training is an important aspect of a successful work life. In order to get the very best out of school staff, regular training of personnel is considered imperative. Findings from the study revealed that role-players rarely attend on-the-job training sessions and that such sessions are not usually regular and consistent in nature. Furthermore, such training sessions are not easy to come across as only a few staff are selected to attend the training at a time. For the school to attain its objectives, on-the-job training of role-players must be made a priority. Doing so will enhance the capacity of the role-players to impact positively towards achieving the goals of the school. There is the need for adequate on-the-job training programmes such as in-service training, workshops, seminars and refresher courses for persons charged with supervisory roles in order to ensure their expertise for the purpose of effectively evaluating the instructional programmes of the school (Akpa, 1990).

**Recommendation 4: Adequate supply of teaching and learning facilities in schools.**

For the school to remain relevant and achieve efficiency in the teaching and learning process, adequate supply of teaching and learning facilities must be put in place. The importance of adequate teaching and learning in the teaching and learning process cannot be over emphasized. Just as good teaching facilitates learning, so also adequate supply of teaching and learning materials facilitates good teaching in schools. Findings from the study revealed that part of the problems role-players encounter in the process of school-based instructional supervision is the issue of

inadequate supply of teaching and learning materials in the schools. This limits their capacity as role-players to carry out school-based instructional supervision as effective as possible. The Nigerian Ministry of Education at all levels of education should ensure that enough and adequate supply of teaching and learning materials are provided in all public schools.

The Ministry of Education should also set a benchmark for private schools terms of supply of teaching and learning facilities as a pre-condition for school operation. Doing so will enhance the quality of teaching and learning in the school system and would eventually lead to the attainment of school objectives. For effective school instructions to ensue, adequate provision of teaching and learning materials to facilitate and enhance meaningful interaction between teachers and students must be put in place (Nwagwu, 1987:6).

**Recommendation 5: Adequate supply and motivation of teachers in terms of quality and quantity.**

The quality and quantity of teachers within the school determines the level of school's goal attainment. Viewed from whatever angle, teachers constitute the engine-room of the school. For the school to achieve its objectives, the right quality and quantity of teachers must be made a priority. Apart from teacher supply, teachers' motivation also plays a vital role in the realization of school goals. A well motivated team of teachers in the school will contribute greatly towards attaining the school's objectives. Therefore, the Ministry of Education and other relevant stakeholders in education should ensure that there is adequate supply of teachers in schools, bearing in mind their quality, quantity and state of motivation. National Primary Education Commission (NPEC) (1999) in Olagboye (2004:204) lamented that the teaching force in Nigerian school system lacks the right quality and quantity of trained and qualified teachers. The pre-conditions for effective school instructions and by extension, instructional supervision include among others: the availability of well qualified and trained professional teachers, adequate provision of teaching and learning materials and adequate teachers' remunerations (Nwagwu, 1987:1-7).

**Recommendation 6:** A mechanism for measuring the progress and success of school-based instructional supervision should be put in place.

The Ministry of Education (MoE) and other relevant stakeholders in the business of education should device a means of assessing and evaluating the progress and success of school-based instructional supervision in schools. Undoubtedly, school-based supervision of instructions is a new innovation aimed at improving the teaching and learning situation in schools. Being a relatively new initiative in education, it need to be properly coordinated and evaluated in order to see how the entire process is. In order to achieve that, relevant authorities need to device a mechanism that is capable of measuring the success and efficacy of the initiative. Findings from the study revealed that there is relative fulfillment and satisfaction regarding the conduct of school-based instructional supervision in schools by role-players. Hence, there is the need for more to be done in that regard. Ozigi (1977) noted that the aim of supervision is to have a comprehensive view of the activities and problems of the institutions and to assess the extent to which it is fulfilling its basic obligations, the ultimate goal being the improvement of the overall efficiency and raising the academic standard of the institutions.

**Recommendation 7:** There is a need for a total shift from old supervisory practices to a modern and democratic supervision by role-players.

Role-players involved in the conduct of school-based instructional supervision need to be sensitized on the dire need for them to abandon old supervisory practices that appear to be out-dated and counter-productive. Such practices have the tendency of breeding mistrust among major players in the teaching and learning process. A paradigm shift to a modern and democratic style of supervision will ensure that all involved in the instructional process are carried along and various opinions and aspirations are respected. This is capable of winning the support and cooperation of other role-players in the school instructional process. Consequently, it creates a positive perception regarding the process of school-based instructional supervision. This will go a long way in ensuring the success of the program in schools. Instructional supervision requires high level of leadership, it should be positive, dynamic and democratically

designed to improve instructions through the continuous growth of all concerned individuals in educational institutions (Chike-Okoli, 2004:86).

#### 6.7 Envisaged contributions of the study to the field of education

The study will contribute to research and better appreciation of school-based supervision of instructions in schools. The outcome of the research will be capable of identifying existing gaps in school supervision. Stakeholders in education stand to gain from the findings of this study in their attempts to find out and put in place result-oriented supervisory practices that will improve the teaching and learning process in schools.

Findings from the work give a clearer view of the conduct of school-based supervision of instructions in Nigerian schools. This could place school administrators in a better position to put in place better instructional conditions under which principals, teachers and other school staff can work harmoniously together towards the attainment of school goals and objectives.

Information gathered from the study regarding the skills and competences that are required by role-players to assist teachers in improving the teaching and learning conditions in the secondary school section. This could ultimately prove useful in enhancing teachers' professional development. Teachers' training needs could also be identified through such information.

Findings from the study will also point out to school principals the perceptions of other role-players regarding their conduct of school-based supervision of instructions. Variations identified in teachers' attitudes taking part in different models of supervision could be used in informing school proprietors and administrators on the model that is most effective in school supervision.

The Ministry of Education (MoE) will benefit from the findings of this study in its attempt to develop and adopt guidelines and procedures for effective school-based supervision of instructions in secondary schools. The Ministry of Education could also use the outcome of this study to improve principals' performance in school-based instructional supervision through pointing out such areas that require improvement.

## 6.8. Conclusion

The perceptions of role-players regarding the roles played by principal in school-based instructional supervision as discussed in this study is one aspect that determines the success or failure of the entire instructional process. Viewed from whatever angle, the way and manner in which other role-players view and perceive school-based instructional supervision contributes immensely towards its success or failure. The study explored the various perceptions held by other role-players as it concerns the conduct of school-based supervision of instructions.

Instructional supervision as examined in the study has no doubt assumed a degree of importance in Nigerian education system. Its importance and the need to effectively carry it out in schools has arisen out of the fact that the standard of education has fallen. The aim of instructional supervision is therefore, to improve the teaching and learning process in schools through the help of supervisors. This is achieved by working with teachers who are the driving force instructional supervision is affected. The roles of the principals, other role-players, teachers and level of perceptions are very crucial in the instructional process. In modern supervision, the supervisor is supposed to be a colleague to the teachers, helping them to teach better rather than directing them as was the case in the past.

School-based instructional supervision or in-built instructional supervision is a means of teaching evaluation and improvement of instructions. Chike-Okoli (2004) described school-based instructional supervision as a process within which principals and qualified resource teachers and subject heads of departments in a particular school supervise the teaching and learning situation within that school. It is difficult to imagine a more suitable situation than to have an entire teaching staff working together for the purpose of improving teaching and learning in a particular school, where teachers share teaching skills, experiences, methods and materials with each other (Neagley & Evans, 1980:14).

In the educational system at present, there are no supervisors in numbers sufficient enough to carry out an efficient and systematic instructional supervision of schools. Hence, there is the need for school-based instructional supervision to supplement the efforts of the Ministry of Education and external supervisors so that instructional

supervision can be of benefit to the students and the school in general. If instructional supervision is well organized in the schools, it will surely go a long way in curbing the fallen standards of education in the country.

This study examined the perceptions of role-players regarding the role played by principals in the conduct of school-based instructional supervision in Plateau State public secondary schools in Nigeria. It has since been appreciated that the principal is the head of the school and that the success or failure of the school in achieving its objectives largely depends on the performance of school principals. The principal' and other role-players' skills and resilience will be of importance. Their professional growth and development will be an important strategy in helping the educational institutions in achieving renewal and in turn, attaining greater efficiency and effectiveness.





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## APPENDIX A: PERMISSION

House No. 6, Behind N. U.T Complex,  
Loh Nchwuang. P.O.Box 212  
Bukuru-Jos, Plateau State.  
16<sup>th</sup> June, 2018.

The Director,  
Planning, Research and Statistics,  
Plateau State Ministry of Education,  
Jos, Plateau State.

Dear Sir/Ma.

### REQUEST FOR PERMISSION TO GATHER DATA FOR DOCTORAL STUDY.

I am carrying out a study in respect of my doctoral of education thesis with the title: **role-players' perceptions regarding principals' roles in school-based instructional supervision in plateau state public secondary schools**. As part of the study, I need to carry out one-on-one interviews with role-players from selected public secondary schools in Bokkos Local Government Area of the state under your jurisdiction between January and November 2018. The timing for the interviews will be made in such a way that would be suitable and convenient to the participating school staff. Furthermore, personal and group contacts will be made with the concerned staff regarding the proposed interviews.

For convenience and ease of conducting the interviews, the entire process will be carried out within each of the selected schools. I am assuring you that findings from the study will be made available to you as that will facilitate the discovery of role-players' perceptions regarding principals role in school-based instructional supervision. In case you require more information from me, contact me on the following phone No: 08066070773 or email: bwoigambo.gb@mail.com.

Your cooperation and response by offering me the opportunity to meet my target participants will be greatly appreciated. Thank you in anticipation of your cooperation.

G.M. Bwoi.

Researcher.

## Appendix B: INTRODUCTORY LETTER

Department of Education Leadership  
And Management,  
Faculty of Education,  
University of Johannesburg.  
17<sup>th</sup> May, 2018.

Dear Sir/Madam,

### LETTER OF INTRODUCTION.

I wish to introduce to you Mr. Gambo Maurice Bwoi, a doctoral student of the University of Johannesburg. He is currently conducting a on the topic: **Role-players' perceptions regarding principals roles in school-based instructional supervision in public secondary schools in Plateau State.** The study is intended to make some valuable contributions in the area of supervision and quality of teaching and learning in secondary schools in Plateau State.

Your school is selected for the study and it is required that the principal, vice-principal, head of department and a teacher will be the respondents. Therefore, I am requesting that you accord him the necessary support and cooperation by participating in the interview process. The information that will be obtained will only be used for the purpose of the study and will be treated confidentially. I solicit for your cooperation to enable him complete the study.

Thank you in anticipation of your cooperation.

Prof. P. du Plessis  
(Supervisor)

## APPENDIX C

### QUALITATIVE RESEARCH QUESTIONNAIRE FOR INDIVIDUAL INTERVIEWS

#### Interview questions for Principals, Vice Principals and Deans of Studies.

**A. Questions to establish the perceptions of principals, vice principals and deans of studies regarding the purpose and practice of school-based instructional supervision:**

1. How do you define school-based instructional supervision? (In your own opinion).
2. What is your goal as an instructional leader?
3. How do you work towards achieving your goal of instructional supervision?
4. What is your relationship with your staff like when it comes to carrying out your official responsibilities?

**B. Questions to address the perceptions of role- players regarding the actual and needed skills and attributes of school-based instructional supervisors:**

1. As an instructional leader, what qualifications do you possess that helps you in discharging your responsibilities?
2. How often do you receive on-the-job training sessions to enhance your capacity to carry out instructional supervision in your school?
3. What sorts of training sessions do you think are necessary for you but are not provided that will assist you to effectively perform your roles?

**C. Questions seeking perceptions of role-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision:**

1. In your own opinion, what do you see as being the benefits of school-based supervision of instructions?
2. As you perform your roles as instructional leaders, what problems, obstacles or challenges do you encounter in school-based supervision of instructions?
3. How fulfilled and satisfied are you with the extent to which school-based instructional supervision is carried out in your school?
4. What options do you think should be put in place in order to improve on the current level of school-based instructional supervision that could enhance efficiency in schools?

#### Interview questions for class teachers.

**A. Questions to establish the perceptions of class teachers regarding the purpose and practice of school-based supervision of instructions:**

1. How do you define instructional supervision?
2. How do you perceive instructional supervision as carried out by your principal, vice principal and dean of studies?
3. How can you describe your relationship with your school-based instructional supervisors when it comes to performing your official role of teaching?
4. How often does the school-based instructional supervisors oversee your activities, especially instructional delivery?

**B. Questions to address the perceptions of teachers regarding the actual and needed skills and attributes of school-based instructional supervisors:**

1. As a class teacher, how competent do you consider your school-based supervisors?
2. How often does your instructional leaders receive on-the-job trainings to enhance their capacity to carry out their roles?
3. Do you see the need for an on-the-job training for your school-based instructional supervisors?

**C. Questions seeking the perceptions of teachers regarding the advantages, problems and level of satisfaction associated with school-based instructional supervision:**

1. In your own opinion, how helpful has school-based instructional supervision been to you in terms of instructional delivery?
2. What are the problems or challenges you have encountered with your school-based supervisors as you carry out your role as a class teacher?
3. As a class teacher, how satisfied are you with the conduct of school-based instructional supervision?
4. What suggestions can you offer that you feel can help in improving the current performance of school-based supervision of instructions in your school?

## APPENDIX D

### INDIVIDUAL (ONE-ON-ONE) INTERVIEWS

#### **Section A: Questions to establish the perceptions of role-players regarding the purpose and practice of school-based instructional supervision:**

##### **Question 1: How do you define school-based instructional supervision? (In your own opinion)**

**Principal 1:** As an instructional leader, I view school-based instructional supervision as a form of clinical supervision that is focused on improving the teaching and learning process in the school. Through the practice of school-based instructional supervision, teachers and learners are assisted by identifying areas of need in both teachers and learners and making efforts towards solving such lapses identified as a result of working with them.

**Principal 2:** School-based instructional supervision is an in-house supervisory practice that is aimed at ensuring that the right things are carried out at the time in the school for the purpose of achieving school goals.

**Principal 3:** As a principal, I consider school-based instructional supervision as an indispensable tool that augments external supervisory practices with the aim of improving the school system.

**Principal 4:** I see school-based instructional supervision as the sum of all activities put in place in order to improve the quality of teaching and learning in the school.

**Vice-Principal 1:** As an instructional leader, I see instructional supervision as a team work which requires instructional leaders to work closely with teachers and learners in order to achieve goals and objectives of the school.

**Vice-Principal 2:** As a leader, I view school-based instructional supervision as a collective responsibility vested on all involved in school leadership for the purpose of improving the entire teaching and learning situation in schools. Whether you are the head or in leadership position, the aim is to facilitate the attainment of school objectives.

**Vice-Principal 3:** I consider school-based instructional supervision as a way of providing assistance to teachers and learners in the school.

**Vice-Principal 4:** In my position as a school leader, I look at school-based instructional supervision as a means of ensuring that tasks are carried out effectively using best practices.

**Head of Department 1:** School-based instructional supervision is the process through which instructional leaders use their wealth of experiences in improving the teaching and learning situations in schools.

**Head of Department 2:** I look at school-based instructional supervision as any activity carried out by school leaders with the aim of improving the quality of teaching and learning in the school.

**Head of Department 3:** School-based instructional supervision is that supervisory activity that is carried out by school staff for the purpose of improving teaching and learning in the school.

**Head of Department 4:** School-based instructional supervision is that assistance given teachers and students by learned colleagues which involve the role played by school staff towards ensuring that the set goals and objectives of the school are achieved.

**Class teacher 1:** As a class teacher, my primary responsibility is instructional delivery. I however see school-based instructional supervision as a means through which teachers are guided towards achieving the goals of the school.

**Class teacher 2:** I view school-based instructional supervision as a process within which experienced teachers such as principals, vice-principals and heads of departments help teachers overcome their professional difficulties for the purpose of improving school instructions.

**Class teacher 3:** School-based instructional supervision is a way of inspiring and keeping teachers on track by experienced colleagues in the teaching and learning circle.

**Class teacher 4:** School-based instructional supervision is a type of supervision carried out by instructional leaders aimed at improving the teaching and learning conditions of the school.

**Question 2: What is your goal as an instructional leader?**

**Principal 1:** As a school leader, my main goal is to ensure that the school achieve its objectives and this can only be achieved through working closely with teachers and students.

**Principal 2:** The goal of instructional leadership is the promotion of positive environment that leads to the attainment of the objectives of teaching and learning in schools.

**Principal 3:** As a principal, my goal of instructional leadership is the provision of a conducive atmosphere for quality teaching and learning in the school. It is very important as this is a panacea for achieving instructional objectives.



**Principal 4:** Being a school leader, my goal in instructional leadership is to ensure that the right things are done at the right time for the purpose of achieving the goals of instructions in my school.

**Vice-Principal 1:** Well, the goal of instructional leadership has to do with all that it takes to achieve the goals and objectives of teaching and learning in the school that I oversee.

**Vice-Principal 2:** The goal of instructional leadership is providing all necessary assistance to teachers and learners in order to ensure that the stated objectives are achieved.

**Vice-Principal 3:** The goal is that of guiding teachers and students towards realizing the goals of instructions in the school.

**Vice-Principal 4:** The goal of instructional leadership is to ensure that teachers carry out their tasks as professional as possible so that the goals of teaching are achieved.

**Head of Department 1:** The goal is to ensure that teaching and learning is carried out effectively and efficiently in the school.

**Head of Department 2:** My goal of instructional leadership is to put in place a favorable condition in the school within which the objectives of instructions could be achieved.

**Head of Department 3:** The goal of instructional leadership is to improve the performance of teachers and learners in the school for the sake of realizing the overall target of the school.

**Head of Department 4:** Well, I think the goal is that of helping teachers and students to improve on the current level of performance in order to achieve instructional goals and those of the school in general.

**Class teacher 1:** As a class teacher, I think the goal of instructional leadership is to improve teachers' productivity which eventually reflects on the students' overall performance.

**Class teacher 2:** I view the goal of instructional leadership as a calculated attempt by instructional leaders to develop teachers' capacity to effectively teach in order to achieve the objectives of teaching and learning in schools.

**Class teacher 3:** Teacher-improvement and capacity building for better teaching and learning in the school is the primary goal of instructional leadership.

**Class teacher 4:** The quest for efficiency in teaching and learning, aimed at realizing the objectives of instructions in schools is the goal of instructional leadership in schools.

**Question 3: How do you work towards achieving your goal of instructional supervision?**

**Principal 1:** As the head of the school, I ensure on a regular basis that staff and students conform to laid down procedures in teaching and learning situations.

**Principal 2:** I regularly oversee the activities of both teachers and students in the school to make sure that the right things are done at the right time

**Principal 3:** I think it is my responsibility as an instructional leader to regularly go round the school to make sure that things are done the way they are supposed to be done. I do that on a regular basis.

**Principal 4:** I work with my vice-principal, head of department, teachers and other school staff closely to be sure that everyone carries out his obligations as effective as possible.

**Vice-Principal 1:** As an instructional leader, I make sure that I move round the school on a daily basis to ensure that staff and students carry out what is expected of them correctly.

**Vice-Principal 2:** I normally insist on checking the instructional process in the school every day to be sure that the right things are done.

**Vice-Principal 3:** On a daily basis I go through the works of teachers and students to make sure that what they do is in accordance with laid down procedures.

**Vice-Principal 4:** I work in liaison with my principal, heads of departments, teachers and other school staff closely everyday in order to make sure that the right things are carried out at the appropriate time.

**Head of Department 1:** To achieve the goal of instructional supervision, I make sure I check the instructional process of the school on a daily basis to ensure that things are done properly.

**Head of Department 2:** I go through teachers' daily work plans to make sure that they perform in line with laid down procedures.

**Head of Department 3:** On a daily basis, I oversee the activities of my staff and effect corrections on areas that are not properly carried out.

**Head of Department 4:** I check teachers' lesson plans and their classroom activities to ensure that they do the right things in accordance with laid down guidelines.

**Class teacher 1:** Well, as a class teacher, I try my best to see that I do my work as it is expected of me at all times.

**Class teacher 2:** My school-based supervisors come around regularly to oversee how I conduct the business of teaching. They

correct us where necessary. That helps us in achieving our instructional goals.

**Class teacher 3:** Our instructional leaders come around. They normally ask us to produce our schemes of work and lesson plans and sometimes enter the classroom to observe us as we carry out our teaching job.

**Class teacher 4:** I deliver instructions to students. Yes the instructional leaders go through our lesson plans and correct us where we go wrong. They also supervise the way we teach on a regular basis.

**Question 4: What is your relationship with your staff like when it comes to carrying out your official responsibilities?**

**Principal 1:** As a head of the school, I try as much as possible to maintain a cordial relationship with my staff in the pursuit of instructional goals.

**Principal 2:** I think better results are obtained where there is a cordial relationship. I try to keep a friendly disposition with staff during instructional supervision.

**Principal 3:** Being the head, I ensure the promotion of open-door policy and allow for flexibility to allow my staff have a sense of belonging. But sometimes I go tough when are not moving the way they should.

**Principal 4:** I try to put in place a friendly atmosphere in the school so that we work as a family on our quest to achieve the goals of instructions. I think that has been paying-off well so far.

**Vice-Principal 1:** I think the performance is optimized when the relationship is cordial. I try as much as possible to relate positively with teachers during school-based supervision.

**Vice-Principal 2:** Even though I don't take it easy with staff who refuse to live up to expectations, I try to ensure that the relationship with my staff is friendly and positive.

**Vice-Principal 3:** I try to embrace my staff in the discharge of my responsibilities because I know we achieve better when we are united than when we are divided.

**Vice-Principal 4:** My relationship with the staff is good I believe when the relationship is good, productivity is increased.

**Head of Department 1:** We get on well. I try to keep a friendly disposition and I think we achieve more on that note.

**Head of Department 2:** The relationship has been cordial and I prefer it that way because my colleagues respond positively and that leads to better productivity.

**Head of Department 3:** Yes, the relationship has been good and friendly. I like it as it is and I try to make sure that we live and work as a family.

**Head of Department 4:** Things are better done under a cordial and friendly atmosphere. It is fine, it is giving us good results. I try to make sure that such a relationship is sustained.

**Class teacher 1:** The relationship has been good but some of the instructional leaders are undemocratic in their approach.

**Class teacher 2:** It has been a good relationship existing between us and our supervisors. This has helped us a lot in carrying out our responsibilities as teachers.

**Class teacher 3:** The experience with some of the school-based supervisors has not been a good one as it relate to relationship in the conduct of official responsibilities.

**Class teacher 4:** We work as a family and the relationship has been good, friendly and encouraging. This has inspired us to put our best towards attaining instructional objectives.

**Section B: Questions to address the perceptions of role-players regarding the actual and needed skills and attributes of school-based instructional supervisors.**

**Question 1: As an instructional leader, what qualifications do you possess that helps you in discharging your responsibilities?**

**Principal 1:** As a principal, I have a masters' degree in education in addition to my first degree and Nigeria Certificate in Education (N.C.E.) which I previously acquired before now.

**Principal 2:** I possess a B.Ed. in education and have about 32 years of teaching experience.

**Principal 3:** I am a Ph.D. holder in education and have taught at this level for the past 34 years.

**Principal 4:** I own a first degree and have been a teacher for the past 27 years now.

**Vice-Principal 1:** I am a first degree holder in Educational Psychology and I have been teaching for the past 20 years now.

**Vice-Principal 2:** I am a graduate of Educational Technology from the famous Ahmadu Bello University, Zaria. I also have a 17-year teaching experience.

**Vice-Principal 3:** I possess a Masters degree in Sociology of Education and have taught for 23 years now.

**Vice-Principal 4:** I am a first degree holder in Educational Administration and Planning from the University of Jos. In addition to that, I have been a teacher for the past 27 years.

**Head of Department 1:** I have a first degree in History Education from Ahmadu Bello University, Zaria and I have been teaching for the past 18 years.

**Head of Department 2:** I possess a B.Ed. in Sociology of Education and I have been a teacher for 22 years now.

**Head of Department 3:** I am a graduate from the University of Jos, from where I studied Social Studies Education and I have taught for 25 years.

**Head of Department 4:** I am a graduate of Economics Education from the University of Jos and I have been teaching for the past 22 years now.

**Class teacher 1:** I consider my supervisors as being competent because they possess requirements for being teachers and they have been guiding us appropriately.

**Class teacher 2:** My school-based supervisors are competent because they are all graduates in education with long years of teaching experiences. We gain a lot from their accumulated experiences.

**Class teacher 3:** They are competent because they are all graduates with appreciable years of teaching experiences and they have been mentoring us.

**Class teacher 4:** My school-based supervisors are competent enough since they have really helped us to improve the teaching and learning process. They are graduates and have enough experiences to lead us. The problem here is that they need some special training in supervisory practices to make them complete.

**Question 2: How often do you receive on-the-job training sessions to enhance your capacity to carry out instructional supervision in your school?**

**Principal 1:** We sometimes attend on-the-job training sessions organized by the Area Inspectorate of Education. Just that such sessions are usually in forms of seminars, workshops and conferences to boost our capacity.

**Principal 2:** Yes we do receive on-the-job training sessions from time to time but not on a regular basis.

**Principal 3:** On-the-job training sessions are there but only a few staff are selected to attend at a time. So the opportunity to go for such training is not easy to come by.

**Principal 4:** I attend on-the-job trainings but such opportunities rarely come around.

**Vice-Principal 1:** The opportunities for such trainings are there but are not easy to get because they are very competitive among school staff.

**Vice-Principal 2:** Only few staff are selected at a time. So to get the opportunity of being selected regularly is the issue.

**Vice-Principal 3:** I do receive on-the-job trainings but only once in a while.

**Vice-Principal 4:** Only few chances are made available for on-the-job trainings. The competitive nature of accessing such chances makes it very difficult to get. Only the lucky staff gets the chance.

**Head of Department 1:** We sometimes get the opportunity to go for on-the-job trainings but such opportunities are rare.

**Head of Department 2:** At times the Area Inspectorate of Education organize on-the-job training sessions for school staff at various levels and categories.



**Head of Department 3:** We go for on-the-job trainings once in a while.

**Head of Department 4:** Yes, we do get the opportunity to go for on-the-job trainings but such opportunities rarely come around.

**Class teacher 1:** They sometimes attend seminars, conferences and workshops, but not at all times.

**Class teacher 2:** Yes, they sometimes go for on-the-job training sessions. We also attend sometimes.

**Class teacher 3:** We do attend on-the-job trainings together with our school-based supervisors but not on a regular basis.

**Class teacher 4:** Yes, they do go for on-the-job trainings but only once in a while as it is not regular and consistent.

**Question 3: What sorts of training sessions do you think are necessary for you but are not provided that will assist you to effectively perform your roles?**

**Principal 1:** As instructional leaders engaged in supervision, I think we need professional training in supervisory roles in order to enhance our capacity to effectively carry out our responsibilities.

**Principal 2:** I think we need adequate training in school supervision to help us do better and it is just that such trainings are rarely available.

**Principal 3:** You know we are teachers by training, but as school heads involved in supervision we need professional training in school supervision to augment our wealth of experiences.

**Principal 4:** We lack in-depth training in school supervision and I think that is essential.

**Vice-principal 1:** We are trying our best as experienced teachers but we need more training in supervisory practices to widen our horizon in that regard.

**Vice-Principal 2:** I think I require more training in school supervision to help me perform better in terms of instructional leadership.

**Vice-Principal 3:** We do not have professional training in school supervision and I think we need it. We rely mostly on our experiences as trained teachers and I think that is not enough if we are to impact well on the teaching and learning process.

**Vice-Principal 4:** There is the need for training in school supervision in addition to the experiences we already have. When that happens, we would be able to add more value to the teaching and learning process in the schools. But we do not have access to such opportunities.

**Head of Department 2:** We are not supervisors by training, we need to take up training courses in school supervisory activities and opportunities like that are very difficult to get.

**Heads of Departments 2, 3, and 4:** We do not receive training in school supervision and we need it to enhance our capacity as leaders in the instructional process.

**Class teacher 1:** Yes, they need training in modern supervisory practices in order for them to improve on their performances.

**Class teacher 2:** Some of them actually require training in school supervision because sometimes we do not get on well with them. I think they need some basic training at least in school supervision.

**Class teacher 3:** Of course, they need adequate training in modern school supervision so that they can be more democratic and diplomatic in their approach to the supervisory process.

**Class teacher 4:** My school-based instructional supervisors are in need of in-depth training in principles of modern supervision so that they can update their supervisory knowledge and guide us well in the instructional process.

**Section C: Questions seeking perceptions of role-players regarding the advantages, problems and degree of satisfaction associated with school-based instructional supervision.**

**Question 1: In your own opinion, what do you see as being the benefits of school-based instructional supervision?**

**Principal 1:** As a principal, I think school-based instructional supervision has been quite beneficial in achieving school goals. It is evident as teachers are now used to guided activities.

**Principal 2:** I know school-based supervision has helped both the teachers and the students. Regular supervision has made teachers to be more serious and active in carrying out their responsibilities.

**Principal 3:** Well, as a principal, I will say school-based supervision has greatly improved the school system. Undoubtedly, it has made teachers to be more committed to the course of their duties. This is because it has a way of attempting to correct teachers in order to enhance efficiency.

**Principal 4:** School-based supervision has a lot of benefits as far as the school is concerned. It has enhanced the overall quality of teaching and learning. This is possible because principals and other instructional leaders guide and oversee the activities of

teaching and learning in the schools. Through school-based supervision, teachers and students perform optimally.

**Vice-Principal 1:** As a vice-principal, I feel school-based instructional supervision has been very helpful to the school because it has made school staff to be more committed to their work.

**Vice-principal 2:** Yes, I will say that school-based instructional supervision has immense benefits to the school. The benefits are unquantifiable as it has helped us as a school in achieving our objectives.

**Vice-Principal 3:** The school-based supervision model has far-reaching benefits for the school. Teachers now view supervision as a normal routine activity and are ready to do their work as expected of them.

**Vice-Principal 4:** As a school leader, I consider school-based supervision as a remedy to the existing short-comings of external supervision. As much as we can see, now we can get things done in line with laid down procedures.

**Head of Department 1:** I think school-based supervision has been useful both the teachers and the students. We can see teachers are now up and doing and as a dean of studies, I feel it has really benefited us in realizing the goals of our school.

**Head of Department 2:** Given my position as a dean of studies, I consider school-based supervision of instructions as an indispensable tool in improving the quality of education in our schools. You can see it has helped us in our bid to ensure that the right things are done at the right time.

**Head of Department 3:** Since we brought in the idea of school-based instructional supervision in our school to augment the existing external supervisory practices, the teaching and learning situation in the school has greatly improved.

**Head of Department 4:** Yes, I feel it is obligatory for me to use my wealth of experience acquired in the course of my service to guide old and new teachers towards achieving the objectives of our school. As you can see so far, the effort has paid off because I can see that the quality of teaching and learning has improved.

**Class teacher 1:** As a class teacher, I think school-based instructional supervision has been so much beneficial to me. It is through my supervisors' guided efforts that I am now a better teacher.

**Class teacher 2:** School-based supervision has really helped me because my supervisors have been correcting and showing me the right things to do as a teacher

**Class teacher 3:** It has been an interesting and worthwhile venture as it has really improved my capacity as a teacher.

**Class teacher 4:** I now feel like a complete and professional teacher. It is obvious that school-based supervision has changed me significantly. I feel good as I can now do my work with much ease.

**Question 2: As you perform your roles as instructional leadership, what problems or challenges do you encounter in school-based instructional supervision?**

**Principal 1:** As a principal, I have the challenge of insufficient staff. In fact, the challenges are numerous. We don't normally get enough materials.

**Principal 2:** Yes, it is quiet true that there are problems and challenges. This has to do with issues of inadequate staffing, materials and other logistics that facilitates smooth operation of instructional supervision in schools.

**Principal 3:** The challenges are enormous but we as instructional leaders are doing our best within limited resources. You can see we have shortages of school personnel, working materials and a host of others that limits our ability to deliver.

**Principal 4:** As principals, we sometimes have the challenge of getting teachers to appreciate the idea of school-based supervision. In fact the problems are multi-dimensional, for example, we also face the problem of insufficient personnel, facilities and many others.

**Vice-Principal 1:** As instructional leaders, we face the challenge of inadequate teaching and learning materials, shortage of teaching staff and a number of other challenges.

**Vice-Principal 2:** Lack of teaching staff in sufficient quantity and quality has been our major constraint in the school. But there are other problems that we face in school-based instructional supervision.

**Vice-Principal 3:** The problems we encounter mostly bothers around shortages in the availability of qualified teachers and teaching and learning facilities.

**Vice-Principal 4:** The challenges are many. For example, getting teachers to understand and cooperate with us is one of the challenges. Also, we need enough qualified teachers, teaching and learning materials and a conducive teaching/learning environment.

**Head of Department 1:** As a leader, I like school-based instructional supervision. The major challenge we face is lack of enough workers and materials.

**Head of Department 2:** The biggest challenge has been insufficient supplies in terms of manpower and materials we use in the school.

**Head of Department 3:** For best results, there is the need for more qualified personnel and teaching and learning facilities in the school.

**Head of Department 4:** We face the problem of inadequate school supplies. No doubt, this has limited our ability to provide the required leadership. For example, supplies like qualified teachers, working materials and others too numerous to mention here.

**Class teacher 1:** As a class teacher, school-based supervision is good but my problem with it is that some of the supervisors are not friendly to us at all.

**Class teacher 2:** The problem with school-based supervision is that some of the supervisors use it as a means to witch-hunt teachers.

**Class teacher 3:** The idea of school-based supervision is a good one. However, sometimes some school leaders use it to victimize teachers.

**Class teacher 4:** We as teachers face the challenge of undemocratic supervisory practices from some of the school-based supervisors. It is unfortunate that this give us a negative view about school-based supervision.

**Question 3: How fulfilled and satisfied are you with the extent to which school-based instructional supervision is carried out in your school?**

**Principal 1:** Yes, I feel fulfilled and satisfied with the extent to which school-based instructional supervision is being carried out in my school so far.

**Principal 2:** As far as I am concerned, the exercise has been relatively satisfactory but more need to be done in that regard.

**Principal 3:** Well, I will say I am partially because we have not yet gotten the required conducive environment to effectively carry out instructional supervision in our schools.

**Principal 4:** Not yet fully satisfied with the process, but a lot of progress has been achieved towards that direction. More need to be done.

**Vice-Principal 1:** So far so good, the exercise has been fulfilling and encouraging, but we still need to improve on it.

**Vice-Principal 2:** There have been challenges here and there, but despite that, so much progress has been made.

**Vice-Principal 3:** I am satisfied with the extent to which school-based supervision is being carried out in the school.

**Vice-Principal 4:** The process has been rewarding as evident in the overall performances of teachers and students. It is because of that I feel fulfilled and satisfied.

**Head of Department 1:** Of course, I feel because school-based has improved the quality of teaching and learning in the school.

**Head of Department 2:** I feel satisfied with the conduct of school-based instructional supervision because it has impacted positively on the quality of teaching and learning in our school generally.



**Head of Department 3:** The exercise has been rewarding and interesting. I am satisfied and fulfilled even though we need to do more in that direction.

**Head of Department 4:** I feel satisfied and fulfilled with the process because it has tremendously improved teacher' and students' performances.

**Class teacher 1:** I feel satisfied and fulfilled with the conduct of school-based supervision because it has helped me to be a good teacher.

**Class teacher 2:** School-based supervision has greatly helped me in overcoming my challenges as a teacher. That has made me feel satisfied with its conduct so far.

**Class teacher 3:** It has made me a more productive teacher. I appreciate the entire process and I am satisfied with its conduct.

**Class teacher 4:** School-based supervision has improved me as a teacher. For that reason, I am now better equipped to teach and I am satisfied with the conduct of school-based supervision.

**Question 4: What options do you think should be put in place in order to improve on the current level of school- based instructional supervision that could enhance efficiency in schools?**

**Principal 1:** Even though some progress has been recorded, instructional leaders need regular training in order to remain abreast with current trends in school supervision.

**Principal 2:** Adequate teaching and learning materials should be provided to facilitate the efforts of instructional leaders.

**Principal 3:** We need more supplies in the area of teachers and teaching and learning materials as this will augment the efforts of school-based supervisors.

**Principal 4:** In my own opinion, I will suggest that school-based instructional supervisors should be mandated to regularly attend workshops, seminars and conferences on school supervision in order for them to remain updated with modern supervisory practices.

**Vice-Principal 1:** As a vice-principal, there is a need for adequate qualified teachers and working materials to enhance our performance.

**Vice-Principal 2:** Well, I will suggest that an enabling environment should be put in place. This include among others, enough teaching staff, relevant materials to facilitate teaching and learning.

**Vice-Principal 3:** I think staff welfare should be given more attention. This is because a motivated staff is more likely to be more devoted to his job and this can positively affect the achievement of school goals and objectives.

**Vice-Principal 4:** There should be more training opportunities for school staff and timely of teaching and learning materials to facilitate the work of school staff.

**Head of Department 1:** There should be adequate and regular supply of teaching and learning materials and there should also be adequate supply of qualified teachers in the schools.

**Head of Department 2:** Our welfare should be paramount and made a priority.

**Head of Department 3:** Staff should be encouraged to go for further studies in order to acquire higher qualifications.

**Head of Department 4:** Training sessions should be made available and compulsory for school staff in addition to adequate provision of teaching and learning materials in the schools.

**Class teacher 1:** I suggest that our school-based instructional supervisors should be given more professional training in supervisory practices to enable them help us better.

**Class teacher 2:** I think teachers' welfare should be given more attention by the relevant authorities because teachers are the engine-room for achieving school objectives.

**Class teacher 3:** We need a level playing ground for us to put in our best. When I say level playing ground I provision of instructional facilities working materials and better remunerations for teachers.

**Class teacher 4:** Government should ensure regular and timely supply of adequate teaching and learning materials to the schools. Similarly, training opportunities should be provided for all school staff to enhance their capacities.

